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ABSTRACT

The Nutrition Education and Training (NET) program evaluated in this report is one of the Child Nutrition Programs of the U.S. Department of Agriculture. NET's outreach to its target populations is achieved through: (1) workshops developed by NET and delivered by contract trainers; (2) circulation of a NET library collection; (3) development and distribution of instructional and promotional materials on nutrition and food service management; (4) presentations, exhibits, and publications on nutrition education, food service management, and program evaluation; and (5) coordination with related publicly supported programs within the state. This report includes four parts: (1) an executive summary; (2) a summary of outreach of the NET Program (workshops; lending library; development and distribution of instructional materials; presentations, exhibits, and publications; and coordination with related publicly supported programs); (3) report on the project: an assessment of the nutrition education and training needs in Texas; and (4) general evaluation of the NET program (resources, activities, and outcomes). Evaluation instruments used in NET program outreach are appended. (LL)

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ED 372 049

FINAL EVALUATION REPORT
OF
TEXAS NUTRITION EDUCATION AND TRAINING PROGRAM
FOR
FEDERAL FISCAL YEAR 1993

TEXAS
NET
NUTRITION EDUCATION & TRAINING

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I. EXECUTIVE SUMMARY

The Nutrition Education and Training (NET) program is one of the Child Nutrition Programs (CNP) of the United States Department of Agriculture (USDA). The program was established in 1977 in an amendment to the Child Nutrition Act (Public Law 95-166). States granted NET program funds are required to submit an annual performance report on the numbers of children, educators, and food service personnel receiving nutrition education and training by NET during the Federal Fiscal Year (FFY), and the number of schools and child care facilities of these target populations. In addition, the states are required to conduct formal evaluations and needs assessments of program activities and use the results as bases for program improvement and planning. This report includes the evaluations and needs assessments conducted during FFY 1993.

Outreach of the NET Program

NET's outreach to its target populations is achieved through: (a) workshops developed by NET and delivered by contract trainers; (b) circulation of a NET library collection; (c) development and distribution of instructional and promotional materials on nutrition and food service management; (d) presentations, exhibits, and publications on nutrition education, food service management, and program evaluation; and (e) coordination with related publicly supported programs within the State.

Findings

Workshops

In 1993 NET delivered 193 workshops to 3,541 participants. The number of times each workshop was conducted varied from once to 68 times. The total number of participants in the individual workshops ranged from 5 to 1,280. Participation in NET workshops was more than double the participation goal even though the number of workshop participants dropped 23.7% from the number of participants in 1992. NET did not meet the participation goal set for school populations. In 1993 the number of educators participating in the workshops rose 24.0% after the 15.4% decrease in 1992, yet the number of food service personnel dropped 38.1% after the 74.1% increase in 1992.

Most of the 1993 participating educators worked in child care facilities. NET workshops provided 16,777.4 hours of training to educators, food service personnel, and parents, reaching about 785,860 children.

NET Lending Library

In 1993 the NET library circulated 4,438 items, a 21.1% increase over 1992. The library continued to circulate considerably more audiovisual than printed materials. The dominant theme of circulated items was food service management. The NET library served as a clearinghouse for in-service training courses to food service personnel. The majority of the items were used in group educational and training settings. The number of data base searches conducted by the library (137) increased 37% over 1992, and the number of patrons (450) increased 26.1%. Library borrowers reached 27,763 children. They rated over one-third of the items they borrowed *Excellent* in content, presentation, and usefulness and about half the items *Good*. Library participation exceeded the goals set for 1993. Library outreach to child care facilities, however, was far less than its outreach to public school populations.

Development and Distribution of Instructional Material

In 1993 NET revised two workshops and the audiovisual catalog. NET also developed a video, a food pyramid table tent, and a brochure to support *Project 2001*. The brochure was translated into Spanish. Two costumes were developed to promote breakfast to elementary school students. A slide/tape presentation on the NET library collection and services, and seven topic bibliographies were developed to promote the library. NET also developed a new NET brochure and translated it into Spanish.

The total number of distributed materials was 800,426, about 25 times the number of materials distributed in 1992. The increase in the number of distributed materials was due mainly to lunch bags and outreach letters initiated in 1993.

Presentations, Exhibits, and Publications

NET staff gave 40 presentations on the NET program, nutrition, Project 2001, and the NET program evaluation. Audiences were approximately 17 educators, 227 food service personnel, 140 dietitians, 481 children, and 230 university professors and program managers. Five of these presentations were given at national conferences.

The contract trainers delivered 32 presentations to adults and 35 to children. Participants were 76 educators, 347 food service personnel, and approximately 875 children. The majority (97.6%) of participating adults evaluating the presentations thought that the purpose of the presentations was clear, and 83.7% thought that the presentations were relevant.

A total of 9 exhibits were held in 1993, 3 of which were held during statewide conferences. Exhibit themes were the NET program, *Project 2001*, and good nutrition.

NET published an article in each of the following journals: the *Journal of Texas Association of Community Action Agencies*, the *Journal of the Association of Texas Professional Educators*, and the *Journal of State Agency Librarians of Texas*. The *Final Evaluation Report of Texas NET for FFY92* was published in the Educational Resources Information Center (ERIC).

Coordination With Related Publicly Supported Programs

NET participated actively in the Southwest Interagency Nutrition Group (SWING), the Southwest Region Food and Nutrition Service, the Texas Interagency Council on Nutrition (ICON), the Texas Dietary Guidelines Coalition, the Texas DHS-A&M University Task Force, the American Cancer Society (ACS) Nutrition Task Force, the American Heart Association (AHA) School Site Subcommitee, and the Texas School Food Service Association (TSFSA). NET also coordinated efforts with the Texas Education Agency (TEA), the Texas Department of Mental Health and Mental Retardation (TXMHMR), and The University of Texas at Austin.

Recommendations

- NET workshops continued to vary considerably in the number of times conducted and number of participants. Unique workshops targeting relatively large populations were conducted more frequently and attracted larger numbers of participants. It is recommended that NET promote and offer similar workshops to increase workshop efficiency and cost effectiveness.
- One workshop was scheduled statewide during FFY 1993. This workshop surpassed the rest in frequency and participation. It is recommended that NET strive to achieve a balance between State and local needs by increasing the number of workshops scheduled statewide since statewide scheduling results in sizeable increases in workshop participation.

- Since participation of public school teachers in NET workshops did not reach the anticipated goal for 1993, more efforts should be directed toward assessing the training needs of public school teachers. At present, NET is undertaking a two-year comprehensive assessment of the nutrition education and training needs of public school populations. Until the results of this assessment are available, NET could coordinate efforts with TEA and other organizations involved in teacher training. NET should also promote the workshops in teacher associations, meetings, and periodicals.

- Research indicates that single workshops could result in a change in knowledge, but changes in attitudes and practices are achieved by more extensive instruction. NET may organize its workshops in series around topics of interest to specific target populations. These series of workshops would allow for organizing the content in a spiral curriculum and allow more time to reinforce concepts, provide in-depth training, and evaluation. This organization would also allow more flexibility to meet the needs of participants at different levels of competence and with different time limits at hand.

- NET should review the suggestions of the contract trainers during the 1994 *Train the Trainer* session. Plausible suggestions to improve workshop scheduling procedures, provide incentives for increased participation, and promote the workshops to NET target populations should be implemented and evaluated.

- Since library items circulated to day care centers and family day homes were relatively few, more library outreach efforts should be directed to these facilities. Promoting nutrition and health to facilities that care for children at an early age is crucial to the realization of NET's goals. NET could develop movable exhibits of samples of suitable materials and combine these exhibits with short presentations delivered at day care centers and training sessions of day home sponsors.

- NET needs to maintain mailed and published information about the library collection as an important source of library outreach. Distributing library catalogs, bibliographies, and updates to schools and child care facilities and publishing articles and announcements in magazines and newsletters was an effective means of library outreach in the past and should continue and expand.

- Since very few parents were reached through NET's direct interventions in FFY 1993 and in previous years, it is recommended that NET develop and deliver presentations and handouts for parents. Parents could be reached in Parent Teacher Assocation (PTA) meetings and through their children in schools and child care facilities.

- Since NET participates in promotional campaigns such as the Texas School Breakfast Week and Texas School Lunch Week, the NET library could prepare packages of audiovisual and print materials to support these campaigns as they are held, and to provide information to groups and individuals that are interested in learning more about the subjects of the campaigns.

- As the number of NET presentations and exhibits increases, NET needs to continue to develop standard presentations and exhibits. These presentations should be on current topics of interest to NET target populations.

- To reach the few Summer Food Service Program (SFSP) sponsors in Texas, NET may develop an individualized instruction unit on NET and on basic nutrition concepts that are beneficial to this target population. Simple evaluation instruments should be included in the unit to ensure sponsors' mastery of the unit's content. NET may coordinate the distribution of the unit with the annual training the Texas Department of Human Services (DHS) provides for the sponsors, and augment the unit with exhibits and brochures.

- NET should resume interest in publications to inform the public of the NET program services and share with professionals experiences and ideas on nutrition education and evaluation. Regular announcements on NET activities and services may be negotiated with newsletters aimed at NET target populations.

- NET's diligent coordination with related publicly-supported programs resulted in measurable increases in participation and in contributions state and nationwide. This coordination should continue and should be extended to commodity and food distribution programs, and to related non-profit community organizations.

Report on the Project: An Assessment of Nutrition Education and Training Needs in Texas

NET developed a Request for Proposal (RFP) to conduct a three-year comprehensive needs assessment statewide, and is directing the project. During the first year, the Delphi technique was used to develop criteria for nutrition education and training in Texas with respect to children, parents, educators, food service personnel, and administrators. The criteria were then used to develop instruments and procedures to collect data on the nutrition knowledge, attitudes, and practices of the target populations and to analyze these data with respect to family income, ethnicity, age, sex, and scholastic achievement. A representative sample was drawn from Texas schools in the 20 education regions. The instruments and procedures were piloted and revised.

Recommendations

- States may be awarded periodic grants to specifically conduct comprehensive needs assessments. Apart from funding relatively large research projects, these grants would allow more time for advanced planning and development of RFP, more time for awarding a contract to conduct the project, and would ensure continuation of regular NET services.
- Texas NET should share the yearly accomplishments of the project and experiences gained with the rest of the states to avoid possible duplication of efforts and enhance efforts toward better methodologies and outcomes.
- Texas NET should review its past, present, and future needs assessment efforts with the Nutrition and Technical Services Division of the USDA Food and Nutrition Service to ensure that these efforts are within the national framework developed for NET needs assessments.

General Evaluation of the NET Program

The purpose of this study was to assess the overall program performance in FFY 1993. The results of the evaluations conducted during the year were combined to produce an index of the program effectiveness.

Findings

The NET program budget increased 2.1% over 1992's budget. This increase reflects an increase in the number of children in Texas, and expansion in NET program activities. About 17% of the budget was invested in research.

Three mini-contracts were awarded to three Independent School Districts to develop materials and deliver training on the revised *Dietary Guidelines for Americans* and *Project 2001*. Students (13,963), teachers (780), food service personnel (2,00), administrators (50) and parents (15,075) were reached as a result of the mini-contracts. A contract was awarded to the Texas School for the Deaf to package and mail distributed instructional/promotional materials. NET awarded 25 contracts to trainers to deliver workshops and participate in workshop development and material evaluation and 1 contract to a consultant to develop and deliver a *Train the Trainer* workshop. One contract was awarded to Pan Am University, and one to an independent contractor, to translate instructional materials into Spanish. An independent contractor developed two costumes to promote breakfast to elementary schools students. A contract with The University of Texas at Austin was renewed to disseminate research results. One contract was awarded to Texas Tech University (TTU) to conduct a needs assessment.

The vote-counting method of meta-analysis was applied to integrate results of the evaluation of program activities in 1993. Results of the analysis revealed an overall positive impact of the NET program in Texas. Seventeen evaluations were positive, and four outcomes were negative. The negative results were due to a need to monitor and improve specific services and procedures.

Recommendations

- Since priorities are set for reaching different target populations in the NET State Plan, it is recommended that an action plan for each of the program units specifies suitable strategies for implementation. The program staff must assess the effectiveness of these strategies systematically and adjust NET activities accordingly.
- Few of NET activities are directed toward promoting use of the cafeteria as a learning laboratory. NET may develop presentations and materials for use in the cafeterias and for reinforcing, in the classroom, knowledge and attitudes gained from these activities.
- Since NET is expanding its efforts commensurate to higher budget and staffing levels, it is recommended that nutrition education and training services target parents of small children, due to the important role they play in their children's knowledge, attitudes, and behaviors.

- Related to the previous recommendation, NET should assume the function of a clearinghouse and a consultant to organizations, facilities, groups, and individuals on nutrition education and training in general, and on best practices in the field.

- NET may recruit the contract trainers in consulting with workshop participants as they apply the knowledge and skills gained from the workshops in their work environments. Similar services could also be provided to schools, child care centers, day homes, and parents in general. The trainers could provide menu analysis and dietetic consultations to soup kitchens, half-way homes, and to other organizations serving at-risk groups such as the indigent and the homeless.

- The mini-contracts to school districts were successful in providing educational activities and instructional materials tailored to school populations. NET should continue this type of activity and share the outcomes of these mini-contracts with the rest of Texas' school districts.

II. OUTREACH OF THE NET PROGRAM

Introduction

Background

NET is one of the USDA child nutrition programs. The program was established in 1977 in an amendment to the Child Nutrition Act (public law 95-166). The USDA administers the program through grants to state agencies. The NET program supports the other USDA child nutrition programs; namely, the National School Lunch Program (NSLP), the School Breakfast Program (SBP), the Special Milk Program (SMP), the Child and Adult Care Food Program (CACFP), and the SFSP. With the exception of the NSLP and SBP for public schools in Texas, the rest of these programs, including NET, are under the jurisdiction of DHS. They are administered by the Special Nutrition Programs (SNP) section of the Client Self-Support Services division.

States granted NET program funds are required to submit an annual report--the FNS 42--reporting the number of educators, food service personnel, SFSP sponsors, and parents receiving nutrition education and training during the fiscal year, and the number of schools and child care facilities of these target populations. Starting FFY 1993 the report is to include data on the contracts and grants awarded by a State program. The report must be completed within a specified interval after the close of the Federal Fiscal Year in order for the state to receive the program grant for the succeeding year. In addition, states are required to conduct formal evaluations and needs assessments of program activities and use them as bases for program improvement and development. This report incudes the evaluations and needs assessments of program activities implemented during FFY 1993.

Goal of the NET Program

The goal of the NET program is to promote optimal health and well-being of the nation's children through improved nutrition. To achieve its goal, the NET program provides nutrition education and instructional resources for children and for key individuals in the learning environments of children. Parents or guardians, caregivers and teachers, as well as food service personnel who prepare meals for the children, are considered individuals who affect the nutritional status of Texas children and contribute to children's nutrition knowledge, attitudes, and behaviors.

Four goal areas were identified in NET's State Plan Update For 1993. They are:

1. Assure that children have opportunities to learn about and to practice good eating habits in schools and child care facilities participating in USDA's Child Nutrition Programs. This goal area is achieved by providing education and instructional materials for children, teachers, and food service personnel.

2. Facilitate integration of effective nutrition learning activities--including use of the cafeteria as a learning laboratory--into instruction at all grade levels from preschool through high school. This goal area is achieved by providing information and instruction to help teachers improve their child nutrition related knowledge, attitudes, and behaviors.

3. Assure that nutritious, appealing, and safe meals and snacks are served in schools and child care facilities. This goal area is achieved by providing information and training to help food service personnel improve their child nutrition related knowledge, attitudes, and behaviors.

4. Provide support for nutrition education and food service management practices in schools and child care facilities participating in the reimbursement programs. This goal area is achieved by developing educational materials, keeping the lending library collection current, acquiring and distributing materials, and coordinating services with other public-sector agencies interested in promoting children's health and well-being through improved nutritional status.

In order to assure that the Texas NET program reaches as much of the target population as possible, annual participation goals are set for each of the program's major activities and for each of its target populations. Goals are based on current priorities, current staffing, and prior participation figures. Actual participation is monitored and compared against the goals for the year. Information about goal attainment then is used to establish objectives and make plans for the following year.

Goals for NET's Outreach

Data about staffing levels and participation in FFY 1985 were used as a baseline in setting goals for 1993. Using 1985 as the baseline is appropriate because all of the designated NET staff positions were filled during that year and evaluation studies demonstrated that the program was both challenging and successful.

During 1985, there were approximately 6 full-time equivalent NET staff positions that supported NET workshops and 2.5 positions that supported the NET lending library. The staff-to-participant ratios were 1:400 for NET workshops and 1:1500 for the NET lending library.

Federal Fiscal Year 1993 witnessed a relative stability in program staffing. The staff consisted of a Program Coordinator, a Program Evaluator, a Workshop Coordinator, a Project Coordinator, a Librarian, an Information Specialist, a Workshop Assistant, a Library Assistant, and a Secretary. In addition to the NET staff, 25 Trainers were contracted to deliver NET workshops throughout Texas and to evaluate instructional materials. Following is an estimate of NET's workshop and library full-time equivalent positions in 1993.

Table 1

Estimate of Workshop and Library Full-Time Equivalent Positions in 1993

Intervention	Position	Full-Time Equivalent
Workshops	Workshop Coordinator	1.00
	Contract Trainers	2.25*
	Workshop Assistant	1.00
	Total	**4.25**
Library	Project Coordinator	0.50
	Librarian	1.00
	Material Evaluator (Contract Trainers)	0.20
	Library Assistant	0.75
	Total	**2.45**

***Note: Estimate is based on amount of money used for trainers' contracts divided by the annual salary of comparable DHS trainers. Only about 85% of the contract trainers' time was devoted to workshops.**

Thus, there were approximately 4.25 full-time equivalent staff positions in support of the workshops and 2.45 staff positions in support of the library. By substituting these figures in the staff-to-participant ratio, overall goals were set for FFY 1993 at 1,700 individuals participating in NET workshops and 3,675 individuals for the library.

Information about program priorities was used in adjusting the goals for different target groups. The 1990-1991 State Plan indicated that approximately 40% of NET's efforts would be directed at public school populations and 60% at other target populations. A 1993 amendment of this State Plan did not change NET priorities. Accordingly, the goal for workshop participants was set at 680 for public school populations and 1,020 for other populations. The goal for library circulation was set at 1,470 individuals for public school populations and 2,205 individuals for other populations.

NET's Outreach Interventions

NET's outreach to its target populations is achieved through multiple interventions which include:

- Workshops developed by NET staff/contract trainers and delivered by contract trainers
- Circulation of the NET library collection
- Development and distribution of curricula and instructional materials on nutrition education and food service management
- Presentations, exhibits, and publications on nutrition education, food service management, and the NET program evaluation
- Coordination with related publicly supported nutrition programs in the State

Following are NET's efforts to reach Texas children through each intervention and the outcomes of these efforts.

Workshops

Introduction

Conducting nutrition education workshops to prevent disease and enhance the well-being of the State's children is a major activity of the NET program. The NET program provides information and resources to instruct educators, child care providers, food service personnel, and parents on the fundamentals of nutrition and how to convey this information to motivate children to make healthy food choices. The expected outcomes are improved nutritional status for children and reduced food waste in schools and child care facilities.

NET has developed a total of 25 workshops since 1985, and continued to offer all NET workshops until 1993. In 1993 NET decided to offer a limited number of workshops to increase participation in individual workshops and enhance workshop efficiency. The workshops offered were selected on the bases of their popularity in previous years and relevance to the largest number of NET target populations. Consequently, 6 workshops were offered in addition to a *Train the Trainer* workshop for NET contract trainers. Workshop topics included nutrition education, food service management, menu planning, and sanitation. Contract trainers conduct the workshops throughout Texas and provide free materials to eligible participants. Participants receive certificates verifying hours of attendance.

In 1986 interagency agreements and curriculum modifications were negotiated to obtain the approval of TEA for two NET workshops to be made available to public school teachers for advanced academic training (AAT). Two additional workshops were approved by TEA for AAT credit in 1988. In 1992 further negotiations with TEA resulted in a general agreement that all NET six-hour workshops are automatically approved for AAT credit. These agreements are positive steps toward increasing workshop participation.

Method of Evaluating the Workshops

Continuous evaluation of NET workshops resulted in revisions and improvements of the content of these workshops, as well as in the methods and materials used in their delivery. The performance of the workshop participants is evaluated using knowledge tests and attitude scales. In some instances, the behavior of the participants is evaluated as well. For example, the menus planned by food service personnel were evaluated before and after their participation in the *Menu Planning and Kitchen Economy* workshop to find out if their compliance with the CACFP regulations increased as a result of their participation.

Data on the effectiveness of a workshop as a whole are collected from the workshop participants using a standard workshop evaluation form. In addition, the performance of the contract trainers is observed and evaluated periodically by NET staff using a workshop instructor evaluation form. Copies of the workshop evaluation form and the instructor evaluation form are included in the Appendix of this report.

Data on the number of workshop participants and their functions, work facilities, ethnic backgrounds, and the number of children they reach, are collected on each workshop for administrative purposes and to evaluate workshop participation. A registration form is used to collect these data. A copy of the registration form is included in the Appendix.

Workshop Participation

Workshops Conducted

A total of 193 workshops were conducted in FFY 1993, compared to 225 workshops in FFY 1992. Thus, the number of workshops conducted in 1993 was 14.2% less than the previous year. This may be partly due to transferring some of NET workshops to presentations delivered by NET contract trainers. This transfer occurred when workshops did not include enough participant/workshop activities or when participants requested a short version of a workshop that did not allow time to conduct participant/workshop activities. Estimate of staff to participant ratio, however, was adjusted to account for presentation delivery. This was done by reducing the workshop full-time equivalent positions by 10%. Table 2 contains the titles and durations of the workshops conducted during FFY 1993, as well as the number and percent of the workshop participants.

Table 2

Number and Percent of Participants in NET Workshops Conducted in 1993

Workshop	Workshop Duration in Hours	Number of Times Conducted	Number of Participants	Percent of Participants
Puppets Use Forks, Too: Puppetry in Nutrition Education	4.0	68	1,280	36.1
Guidelines for Selecting Creditable Foods and Beverages	4.0	47	844	23.8
Sanitation and Health	5.0	46	786	22.2
Off to a Good Start for Family Day Care	6.0	16	327	9.2
Nutrition and the Preschool Child	6.0	14	275	7.8
Nutrition for Children	6.0	1	5	0.1
Train the Trainer	16.0	2	24	0.7
TOTAL	47.0	194	3,541	100.0

Table 2 shows that the duration of the workshops ranged from 4 to 16 hours. The *Train the Trainer* workshop delivered to enhance knowledge and skills of NET contract trainers lasted for 2 half-days and 1 whole day. The number of times each workshop was conducted varied from once to 68 times. The workshop conducted the most was *Puppets Use Forks, Too: Puppetry in Nutrition Education*. This workshop was developed in 1992 and was the only workshop scheduled statewide in 1993. The workshop was designed to provide educators and parents with puppetry skills and to encourage them to use these skills to educate children in nutrition education.

Two other workshops followed the puppetry workshop in the number of times conducted; these were *Guidelines for Selecting Creditable Foods and Beverages*--conducted 47 times, and *Sanitation and Health*--conducted 46 times. *Guidelines for Selecting Creditable Foods and Beverages* was developed in 1992. The purpose of the workshop is to provide CNP contractors and program monitors with information about the USDA meal patterns, creditable foods, and *USDA Food Buying Guide for Child Nutrition Programs*. The *Sanitation and Health* workshop is one of NET's first and most popular workshops. This workshop was developed to provide food service personnel with the proper sanitary guidelines to ensure that safe food is prepared and served.

Proportional to the number of times conducted, the puppetry workshop attracted over one-third (36.1%) of NET workshop participants. About 23.8% of the workshop participants attended the *Guidelines for Selecting Creditable Foods and Beverages* workshop, and an additional 22.2% attended the *Sanitation and Health* workshop. Thus, 82.2% of the workshop participants attended three workshops and 17.1% of the participants attended the other three workshops targeting NET populations.

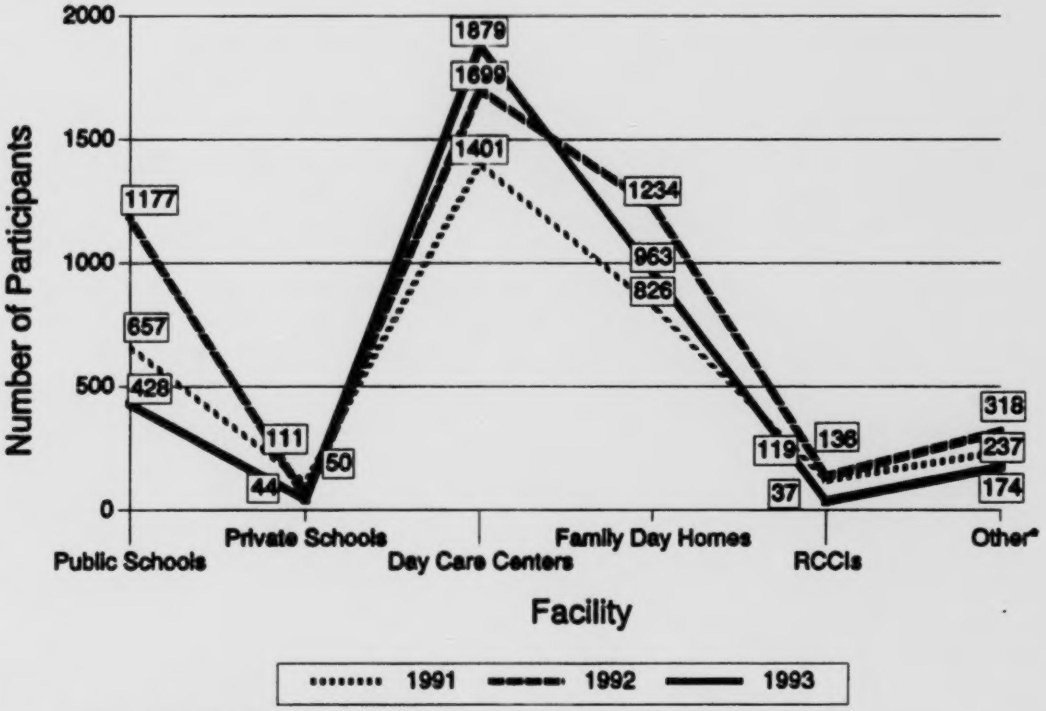
Workshop Participants

As mentioned above, the number of workshops conducted in 1993 was 14.2% less than the number conducted in 1992. In 1993 the number of workshop participants dropped 23.7% from their number in 1992, indicating a decrease in the number of participants in individual workshops. Transforming some workshops into presentations may account for the decrease in the number of workshops, but does not account for the decrease in the number of participants in individual workshops. Over one-third of the workshops (33.7%) were delivered to less than 15 participants, the minimum number of participants required to conduct a workshop. Some were delivered to as few as 5 participants. During the *Train the Trainer* workshop, the NET contract trainers were asked to reflect on reasons for the decrease in the number of participants in individual workshops and suggest ways of boosting this number. NET contract trainers mentioned lack of incentives, transportation problems, babysitting problems, and scheduling problems as reasons for the decline in the number of participants. They suggested that NET: (a) provide incentives for sponsors to encourage their providers to attend NET workshops, (b) arrange for busing and/or carpooling, and (c) provide child care arrangements for participants' children. Suggested improvements in workshop scheduling procedures included: (a) raising the minimum number of participants required for conducting a workshop, (b) making local scheduling similar to statewide scheduling by prescheduling workshops and announcing the schedule to prospective participants, (c) scheduling with more than one group, and (d) penalizing habitual offenders who enlist in workshops but do not attend. To promote the workshop the contract trainers suggested: (a) mailing outreach letters, (b) using colorful flyers and reminders, (c) seeking the help of local contract managers, and (d) having more flexibility in workshop hours.

As stated previously, the workshop participation goal for 1993 was set at 1,700. Actual participation in NET workshops (3,541 participants) was more than double the participation goal. But, since both the number of workshops conducted and the number of participants decreased in 1993 without similar decreases in budget or staffing, NET needs to consider possible improvements in the workshops and/or workshop scheduling and promotional procedures.

Participants' Facilities

As mentioned above, NET's goal was to direct 40% of its efforts to public school populations and 60% to other targeted populations. To assess the achievement of this goal, the work facilities and the functions of the workshop participants were studied. Figure 1 represents the different facilities of the workshop participants in 1991, 1992, and 1993.



*Adult day care, state agencies, and hospitals.

Figure 1. Facilities of Workshop Participants in the Past Three Years

Figure 1 indicates that a general participation trend prevailed in the past three years. Participants from day care centers and registered family homes were reached more than participants from public or private schools. This trend, however, started to shift in 1992 in favor of public school participation. The increase in the number of participants who worked in public schools was greater than the increase in participants from day care centers or family day homes. This shift in trend was in the desired direction. In 1993, however, the number of participants from public schools dropped to less than half their number in 1992, indicating a need to step up efforts to reach public school populations.

Shortage in teacher training funds for travel and substitute teaching may have discouraged public school teachers from participating in the NET workshops in the past three years; participation of food service personnel, as indicated in the number of participants in the *Sanitation and Health* workshop in 1992 (27% of total workshop participation), seems to have offset the decrease in teacher participation. The *Sanitation and Health* workshop drew (22.2%) of the participants in 1993, yet it still lagged behind the puppetry workshop's 36.1% participation. The puppetry workshop was the only workshop scheduled statewide in 1993.

There were 428 participants from public schools in 1993, compared to an anticipated goal of 680 participants. Thus, NET did not meet the anticipated goal. NET's efforts toward attracting pubic school populations should continue by offering workshops that target these populations and scheduling these workshops statewide. NET may also consider contract trainers' suggestions to increase participation in the workshops in general and enhance coordination efforts with the educational service centers to provide incentives and ease transportation and babysitting problems.

Participants' Functions

Figure 2 shows the different functions the participants performed in their work facilities in the past three years.

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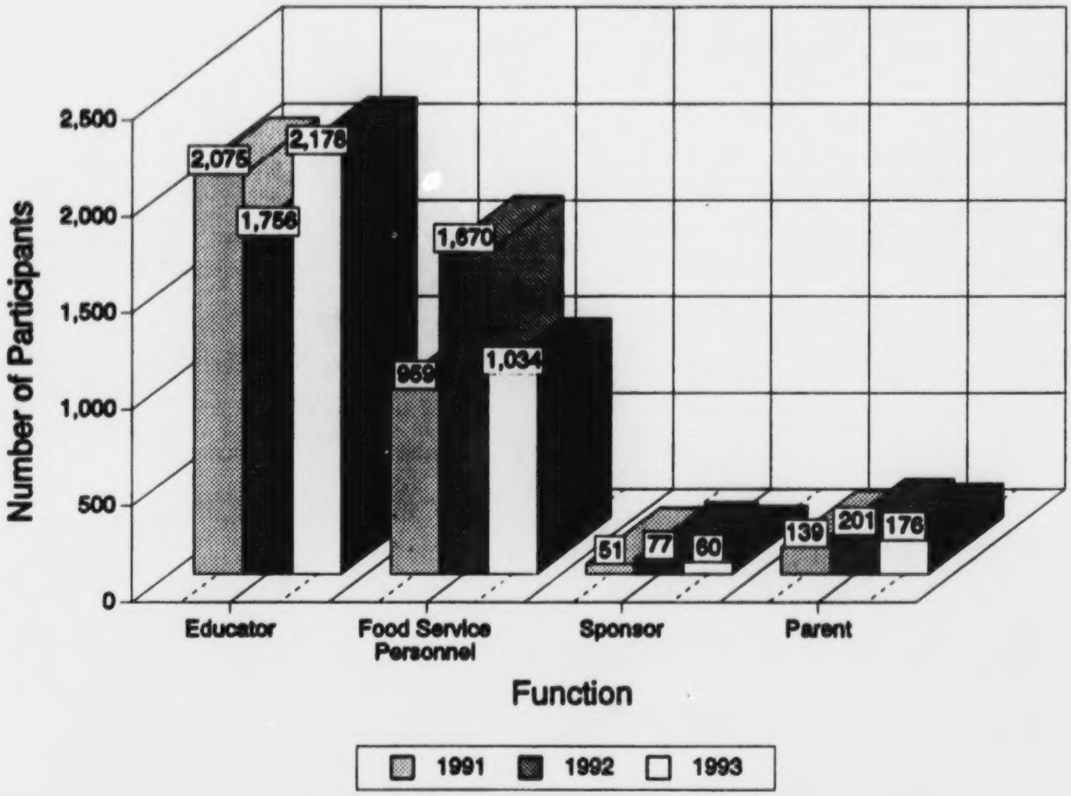


Figure 2. **Function of Workshop Participants in the Past Three Years**

Data in Figure 2 reflects shifts in the numbers of participants performing different functions from one year to another. In 1992 the number of educators decreased 15.4% from their number in 1991, while the number of food service personnel increased 74.1%. In 1993 the number of educators rose 24.0%, yet the number of food service personnel dropped 38.1%. Most of the 1993 participating educators worked in child care facilities. This shift in the function of participants from one year to another coincides with the type of workshop scheduled statewide in a particular year. When the *Sanitation and Health* workshop--tailored to food service personnel, was scheduled statewide in 1992, there was an increase in food service personnel participating in NET workshops; and when the puppetry workshop was scheduled statewide in 1993, there was an increase in child care educators.

Starting in 1993, NET is required to report the number of SFSP sponsors receiving instruction. Revision in the workshop registration form included an item asking the participants whether or not they were SFSP sponsors. Three hundred twenty participants

(9.0%) answered in the affirmative. The actual number of SFSP sponsoring organizations in 1993 was 202. More than one individual participated from each organization.

Hours of Training

Figure 3 illustrates the number of hours of training delivered to educators and food service personnel in schools and child care facilities in 1993.

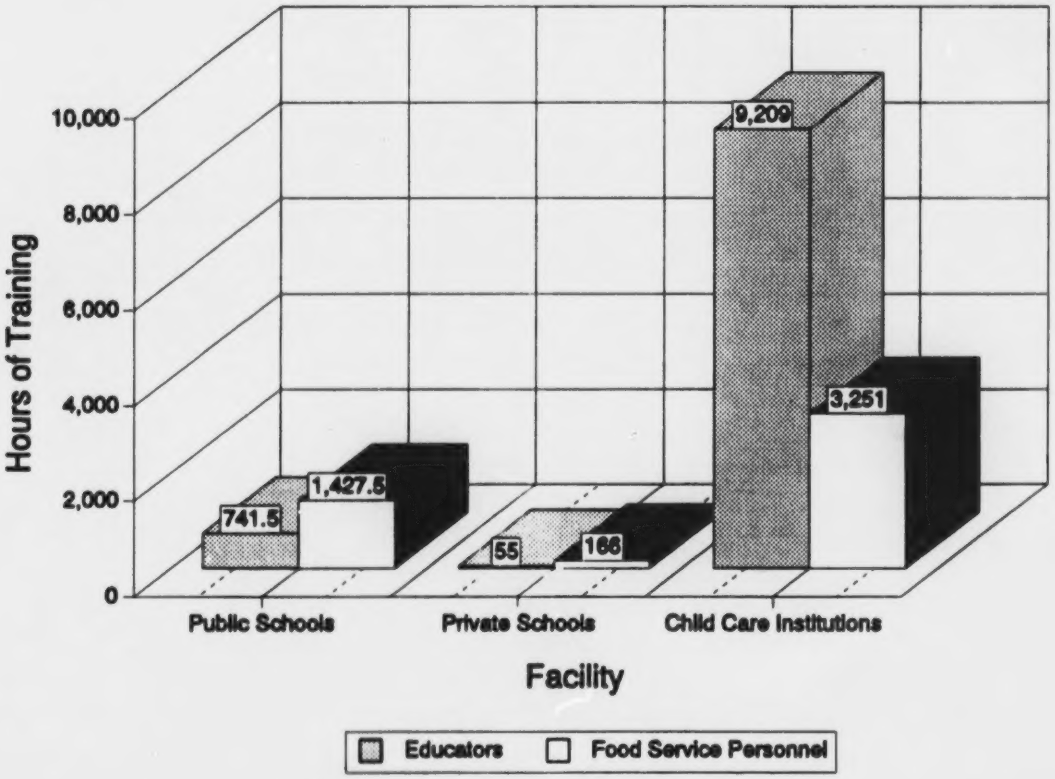


Figure 3. **Training Hours Delivered to Educators and Food Service Personnel in 1993**

Figure 3 shows a difference in the number of training hours delivered to educators and to food service personnel. The direction of the difference depended on the type of facility. Food service personnel in public and private schools received more training hours than educators in these schools. The number of training hours delivered to child care educators, on the other hand, was more than 12 times the hours delivered to public school educators and about 3 times the training hours delivered to food service personnel in these facilities.

Two reasons may have caused the increase in school food service training. The American School Food Service Association (ASFSA), the Texas School Food Service Association (TSFSA), and TEA encourage continued education and certification of food service personnel. NET actively coordinates efforts with these organizations and participates in their meetings and conferences. Thus, NET reached school food service personnel directly and indirectly. NET needs to direct similar efforts to reach school teachers.

The total hours of training delivered in 1993 (16,777.4) was 14.6% less than that of 1992 (19,637.2). This decrease reflects the overall decrease in the number of workshops conducted and the decrease in workshop participation in 1993.

Participation in Food Programs

The NET program was designated to support the USDA reimbursement food programs. Information on the food programs in which the facilities of workshop participants participated is a measure of NET's effect on these programs. Table 3 lists the number and percent of workshop participants who indicated participation in the different food programs.

Table 3

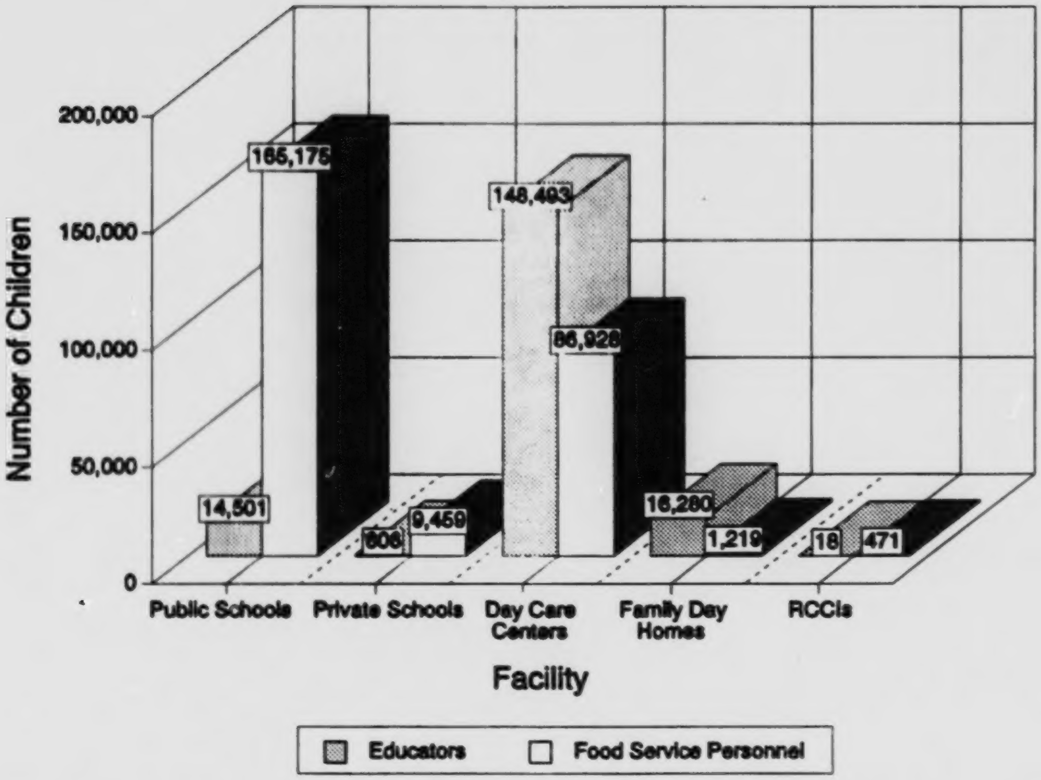
Workshop Participants' Food Programs

Food Program	Number of Participants	Percent of Participants
CACFP	2,630	78.3
NSLP/SBP	368	11.0
More than 2 food programs	99	2.9
NSLP	72	2.1
SFSP	19	0.6
SBP	8	0.2
SMP	2	0.1
None	161	4.8
TOTAL	3,359	100.0

It is apparent from Table 3 that the facilities of the majority of workshop participants (78.3%) participated in the CACFP. This is because the majority of workshop participants worked in child care facilities. Only 4.8% of the workshop participants indicated that their facilities did not participate in any food program.

Children Reached Through Workshop Participants

Figure 4 shows the number of children reached through educators and food service personnel in 1993.



*The same children may be reached by more than one participant.

Figure 4. Number of Children Reached by Educators and Food Service Personnel

Figure 4 shows that the number of children reached by school food service personnel exceeded the number of children reached by school educators due to the difference in workshop participation between these two groups. More school food service personnel participated in NET workshops. On the other hand, the number of children reached by educators in child care facilities was more than the number of children reached by food service personnel, as more educators than food service personnel from these facilities participated in NET workshops. Thus, it seems reasonable to assume that workshops are a viable means of reaching children, and that increasing workshop participation has a direct effect on the number of children reached.

Net Lending Library

Introduction

The NET lending library is one of the key elements in the Texas State Plan for promoting children's health and well-being through improved nutrition. The library collection includes over 4,000 printed and audiovisual materials on nutrition, nutrition education, and food service management. In FFY 1993, materials in Spanish and children books were boosted in the collection. The collection was weeded and new items were added. The new items were evaluated by registered dietitians to make sure that the collection remains a source of up-to-date, well presented, and useful information. Circulation of this collection provides children, parents, educators, food service personnel, and others who are interested in child nutrition and nutrition in general with ready access to materials to teach nutrition and to plan and prepare nutritious meals.

In addition, use of the lending library by other state agencies and public programs has at least two added advantages: (1) it increases the NET program's outreach, and (2) it reduces the probability of duplicate development or acquisition of materials on nutrition education. Thus, improved coordination of the NET library services assures more efficient use of federal and state resources allocated to support child nutrition and health.

Circulation of the NET library collection is managed by a full-time NET program librarian and a librarian assistant. Requests to borrow items from the collection are made by mailing an order form, by calling, or by using an 800 telephone number dedicated to the NET program. Materials are delivered and returned by post or parcel service for borrowers who are located outside Austin, while those who are located in Austin have the option to check out and return materials in person. Borrowers are strongly urged to insure items at full value when returning them to the library so that the risk of loss in transit is minimized. However, other than the cost of return postage and insurance, use of the lending library is free of charge.

In March 1993 the NET library moved to a more spacious location that accommodates the expanded library collection and allows for improved facilities. Library facilities include a room equipped for video, slide or filmstrip preview, a reading table to review print materials, and a special corner for children. The children's corner contains materials suited for children such as puppets, games, models, and books.

Method of Evaluating the Lending Library Participation

Data on library performance and circulation are accumulated using a library feedback form. The form consists of items that are intended to collect information on the borrower's function and work facility, how the item was used, and the borrower's evaluation of the item. The form is revised periodically to improve the accuracy of collected data. A copy of the form is included in the Appendix of this report.

The library feedback form is provided to borrowers with each circulated item. Borrowers are urged to fill out the form and return it with the borrowed item. Since the library feedback forms are filled out and sent after using the items, only about 42% of the forms were returned with the items in the past year. In 1991 a follow-up procedure was developed to remind the library borrowers to return the feedback forms to collect more accurate data on material circulation.

Due to the nature of library services and the way the borrowed library items were used in 1993 and the previous years, participants who attended presentations that were based on materials borrowed from the library were considered participants in the NET program.

Efforts to Promote the Library Outreach

In order to increase circulation and provide services to NET's wide range of target populations, the NET library initiated several new activities during FFY 1993. Since December 1992 lists of new additions to the library collection were mailed quarterly to patrons who used the library in the past two years. Information on the library and a bibliography of sample library materials were mailed as part of a NET outreach package to school food service personnel, school superintendents, PTA presidents, child care centers, day home sponsors, and contractors of the breakfast, lunch and special milk programs.

In August 1993 the audiovisual materials catalog was revised. To make it user friendly, the catalog was divided into five chapters based on suitability of material to different target populations. The five chapters are: (1) child care--which includes materials on subjects such as feeding, nutrition, hygiene, menu planning, and prenatal care; (2) elementary--which includes materials on subjects such as digestion, cookery, exercise, and weight control; (3) high school--which includes materials on subjects such as sports nutrition, eating disorders, obesity, and pregnancy; (4) food service--which includes materials on subjects such as food safety and sanitation, quantity cookery, kitchen operations, and management techniques; and (5) general adult--which includes materials on subjects such as basic cookery, healthy diets, fitness, weight management, aging, and diabetes.

A slide-tape presentation was developed on the library collection and library services. The presentation was used in NET workshops and open houses. In addition, two articles were published about the NET library and information on the library was provided in NET exhibits and presentations. To promote children's material and increase children's participation, a story time for children is planned for FFY 1994.

Lending Library Participation

Material Circulation

In 1993 a total of 137 data base searches were conducted by the NET librarian for the NET library users compared to 100 searches in 1992. A vacancy in the librarian position, which lasted for two months in 1992, resulted in the drop in library searches during that year. Four hundred fifty patrons used the library in 1993 compared to 357 in 1992. The 26.1% increase in the number of patrons in 1993 was due to the exceptional efforts mentioned above to promote the library. Walk-in patrons increased from about one a week to a minimum of two a day, bringing in-house use to 682 items. Figure 5 illustrates monthly circulation of the library collection during the past three years.

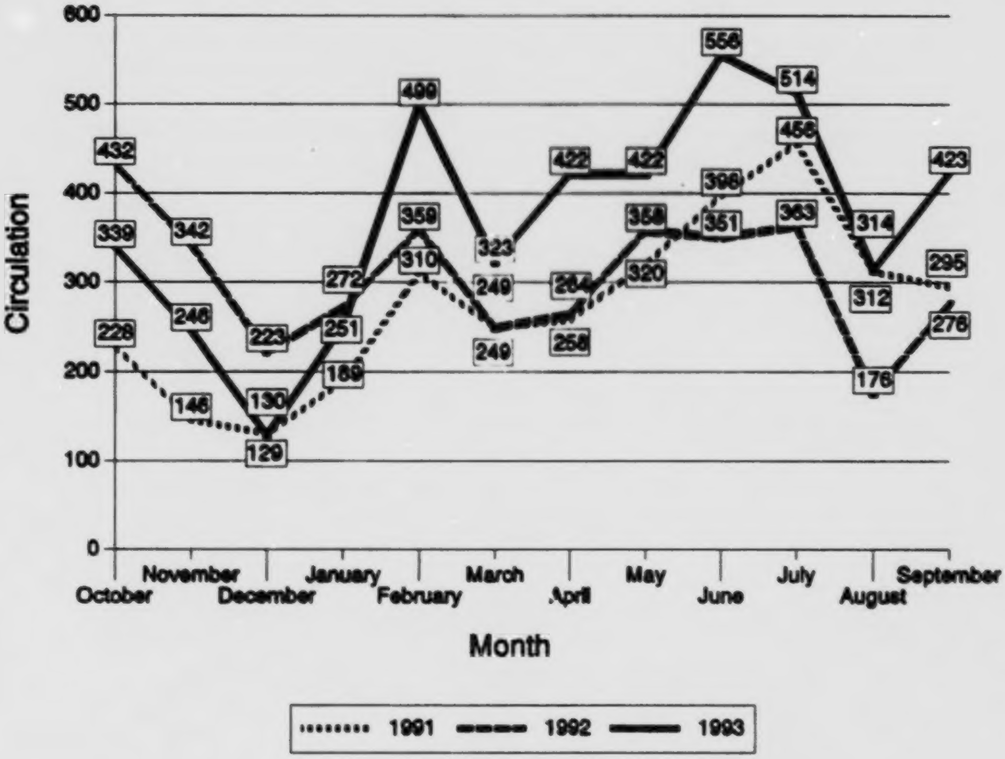


Figure 5. Monthly Circulation of Library Materials in the Past Three Years

It is apparent from Figure 5 that overall circulation of the library is on the rise from one year to another in spite of monthly fluctuations. The total library circulation increased from 3,291 items in 1991, to 3,665 items in 1992, and 4,438 items in 1993. The increase in library circulation in 1993 was 21.1% over 1992 and 34.9% over 1991.

The busiest time for library circulation is during the months of October, February, April, May, June, and July. This time coincides with accelerated school activities and food service training. Circulation is relatively slow during the rest of the year, especially in December and August, which allows time for planning and development.

Themes of Circulated Materials

Table 4 lists themes of circulated library materials in the order of their circulation in 1993.

Table 4

Themes of Materials Circulated in FFY 1993

Theme	Frequency	Percent
Food Service Management/Training	1,044	56.7
General Nutrition	197	10.7
Child Care Health and Nutrition Information	185	10.0
Preschool/Elementary Nutrition Education	142	7.7
Secondary Health Education	106	5.8
Children's Materials	69	3.7
General Cookery	47	2.6
Physical Fitness/Sports Nutrition	28	1.5
Elderly Health Education	23	1.2
TOTAL	1,841*	100.0

* Note. Total number of completed feedback forms.

As shown in Table 4, the main theme of the circulated library materials in 1993 was food service management/training, the theme of over 55% of the library items circulated in 1993 and the previous two years. The NET library served as a clearinghouse for in-service training courses provided by TEA and TSFSA to food service personnel.

As in previous years, more specialized themes such as children's books, general cookery, physical fitness/sports nutrition, and elderly health education were the least used. This trend may indicate that most of the borrowed materials were used in group settings and thus extend the effect of the library collection to more adults and to children within their reach. As mentioned above, NET will initiate a children's story time in 1994 to promote the use of children's books. Several open houses are planned also to promote use of the library by the general public.

Types of Circulated Materials

Table 5 lists types of circulated materials in the order of their circulation in 1993.

Table 5

Type of Library Materials Circulated in FFY 1993

Type of Material	Frequency of Circulation	Percent
Videotape	1,561	84.8
Book	108	5.9
Film	69	3.7
Filmstrip	48	2.6
Curriculum Guide	36	2.0
Slides	10	.5
Teaching Aid (models, games, etc.)	4	.2
Multimedia	4	.2
Reference	1	.1
TOTAL	1,841	100.0

As Table 5 indicates, videotapes constituted the majority (84.8%) of circulated materials in 1993. This same trend was dominant in previous years. Book circulation, however, improved slightly over past years, possibly due to updating and distributing the print catalog in 1992. Using the NET library as a clearinghouse for relatively expensive and rare audiovisual materials emphasizes the important role the NET library plays in the area of nutrition education and training.

Use of Circulated Materials

Figure 6 shows who viewed or read borrowed library items.

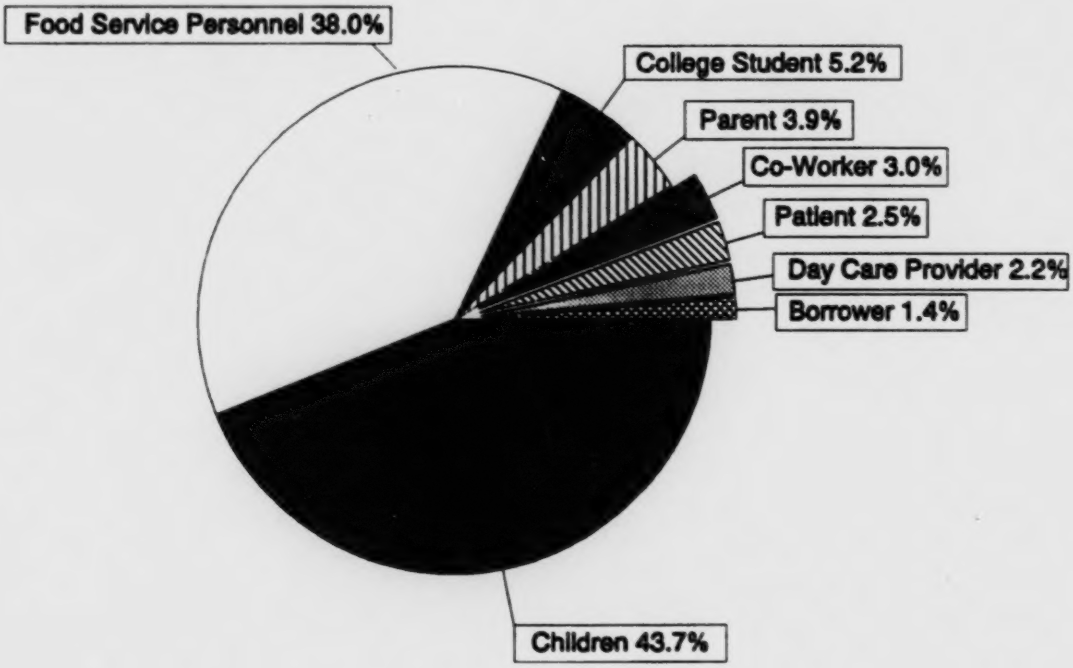


Figure 6. **Viewers/Readers of Circulated Library Materials**

The information in Figure 6 supports the assumption that borrowed library materials were used by the borrowers to educate/train other individuals. Children (43.7%) and food service personnel (38%) topped the list of those who viewed or read the borrowed materials. Using borrowed library materials in group settings considerably increases NET outreach and the cost benefits of NET library services. Other groups who benefitted from the NET library were college students, parents, educators, patients, and providers, in that order. Only 1.4% of the borrowers used the materials themselves.

Functions of Library Borrowers

Figure 7 shows the main function of the library borrowers.

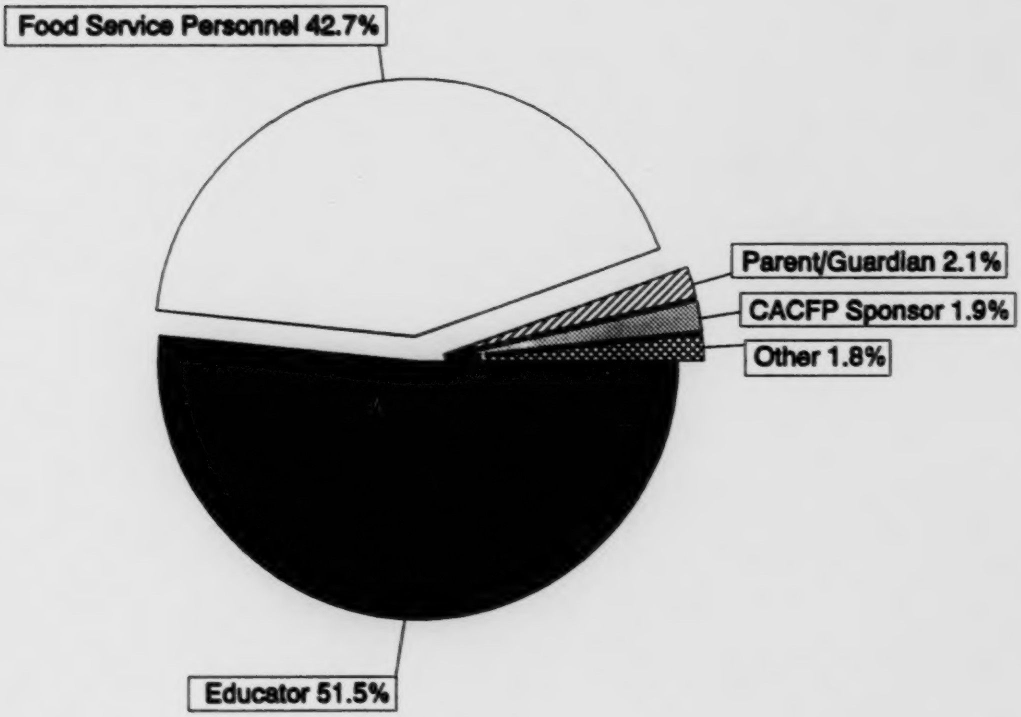


Figure 7. **Functions of Library Borrowers in FFY 1993**

Figure 7 indicates that the majority of library borrowers were educators (51.5%) and food service personnel (42.7%). Other borrowers were parents, CACFP sponsors, college students, brokers, clerks, and county extension agents. Thus, it is plausible to assume that the NET library is used mostly by NET target populations; namely, educators, food service personnel, parents, and CACFP sponsors.

Work Facilities of Library Borrowers

Information on the work facilities of library borrowers is useful in planning library outreach. This information points to the facilities that have already been reached and need follow-up and updates, and the facilities that were not reached and may be unaware of library services related to their function. Figure 8 represents work facilities of the library borrowers in 1993.

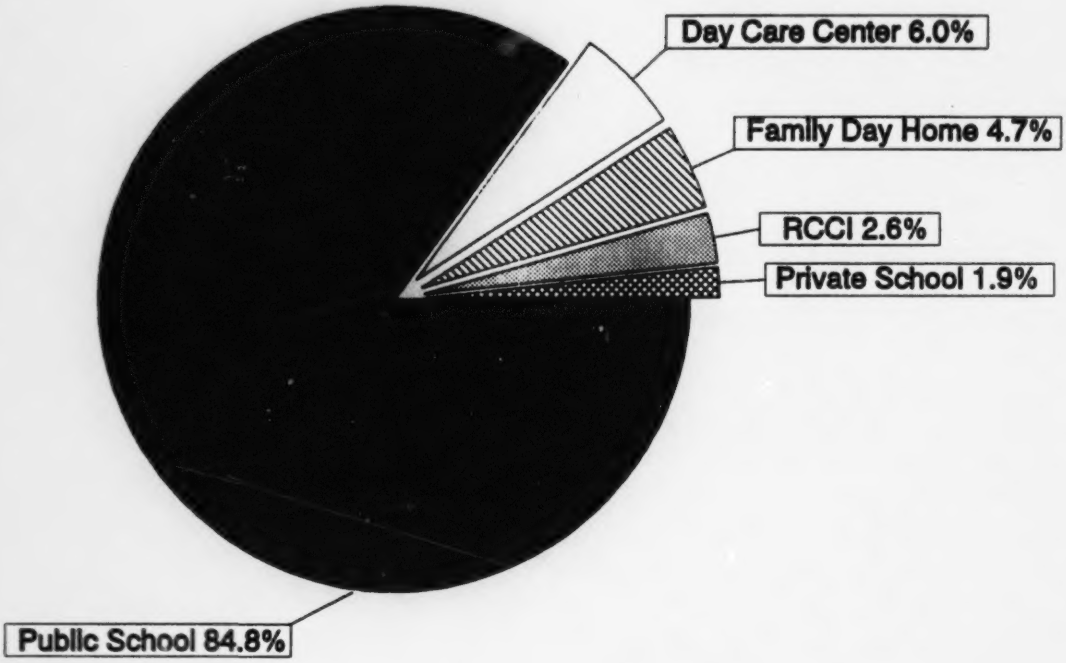


Figure 8. Facilities of Library Borrowers in FFY 1993

Figure 8 shows that the most frequent borrowers (84.8%) worked in public schools. Only 10.6% of the borrowed materials were used in day care centers and family day homes, indicating a need to direct more outreach efforts to these facilities. The rest of the circulated materials were used in residential child care institutions (RCCIs) that serve public school students as well, and by individuals who worked at state and community agencies, colleges, and hospitals.

The 1993 goal for library participation was set at 3,675 individuals--1,470 for public school populations, and 2,205 for other populations. The number of children reached by educators and food service personnel in public schools was 15,311, over 10 times the goal set. The number of public school educators was 939 and the number of food service personnel was 18,646. On the other hand, the number of children reached in child care facilities was 484, the number of day care providers was 1,410, and the number of food service personnel was 781. Thus, a total of 3,675 individuals were reached from child care facilities, exceeding the goal of 2,205. Library outreach to child care facilities, however, was far less than its outreach to public school populations.

Evaluation of Borrowed Library Materials

The library feedback form included items that asked the library borrowers to rate the content of the materials they borrowed, the way the content was presented, and how useful the materials were to those who saw it. Figure 9 shows these ratings.

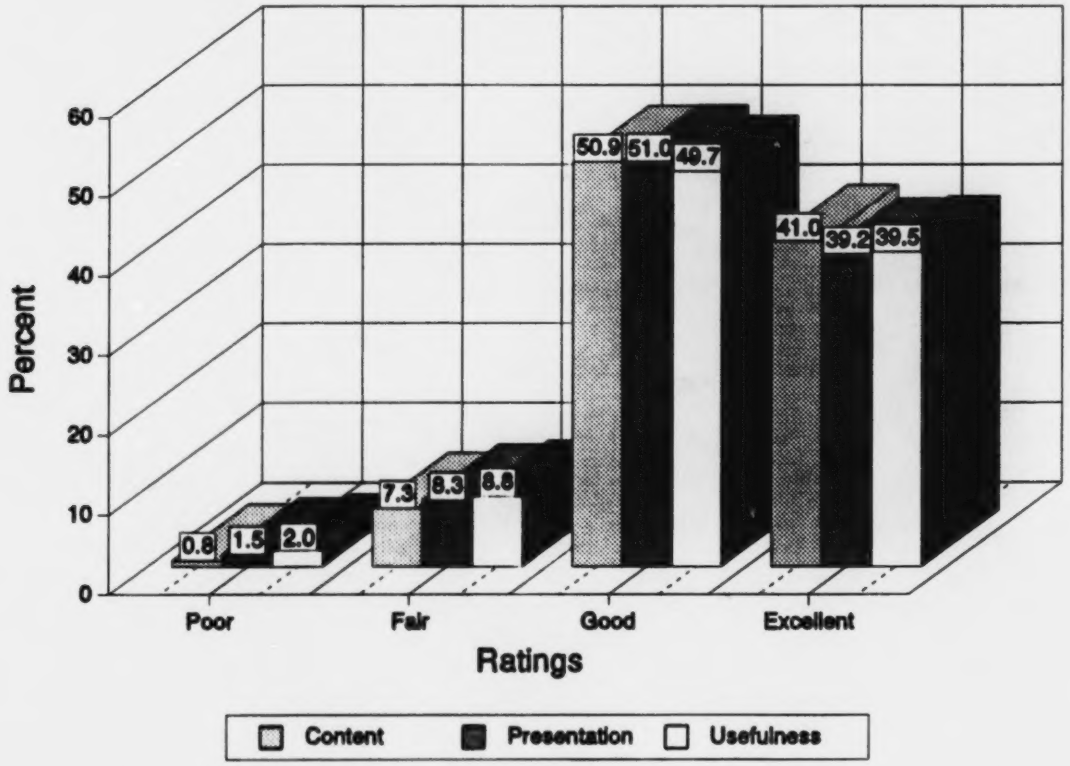


Figure 9. **Borrower Evaluation of Library Materials in 1993**

Figure 9 illustrates that between 41.0% and 39.2% (over one-third) of the circulated library collection was rated *Excellent* in content, presentation, and usefulness. About half of the circulated materials were rated *Good* in content, presentation, and usefulness (50.9%, 51.0%, and 49.7% respectively). Less than 2.1% of the circulated materials were rated *Poor* in either content, presentation, or usefulness. The reason for these relatively high ratings may be due to the process followed in evaluating library acquisitions. NET contract trainers review each item and evaluate it before adding it to the collection, using an evaluation form that consists of both open ended and scaled items. The Appendix of this report contains a copy of the NET Library Material Evaluation Form. In addition, the entire collection is evaluated periodically and outdated items are purged. Thus, the quality of the borrowed items should encourage the library borrowers to continue using the library, and the themes of the library collection seem to suit children and other target populations in schools and child care facilities.

Sources of Information About the NET Library

To encourage use of the collection, a catalog of printed materials and another catalog for audiovisual materials were compiled in 1984. Since the collection is in constant updating and growth, a revised audiovisual catalog was compiled and produced in 1990 and a revised catalog of printed materials was compiled and produced in 1992. As mentioned above under "Efforts to Promote the Library Outreach," another audiovisual catalog was compiled and produced in 1993. In 1993, 655 copies of the catalogs were distributed to schools and child care facilities, compared to 383 catalogs distributed in 1992, an 11.0% increase over 1992. Library acquisitions (321) were 34.8% more than 1992 acquisitions.

Figure 10 shows how library borrowers knew about the NET library and its services in 1993.

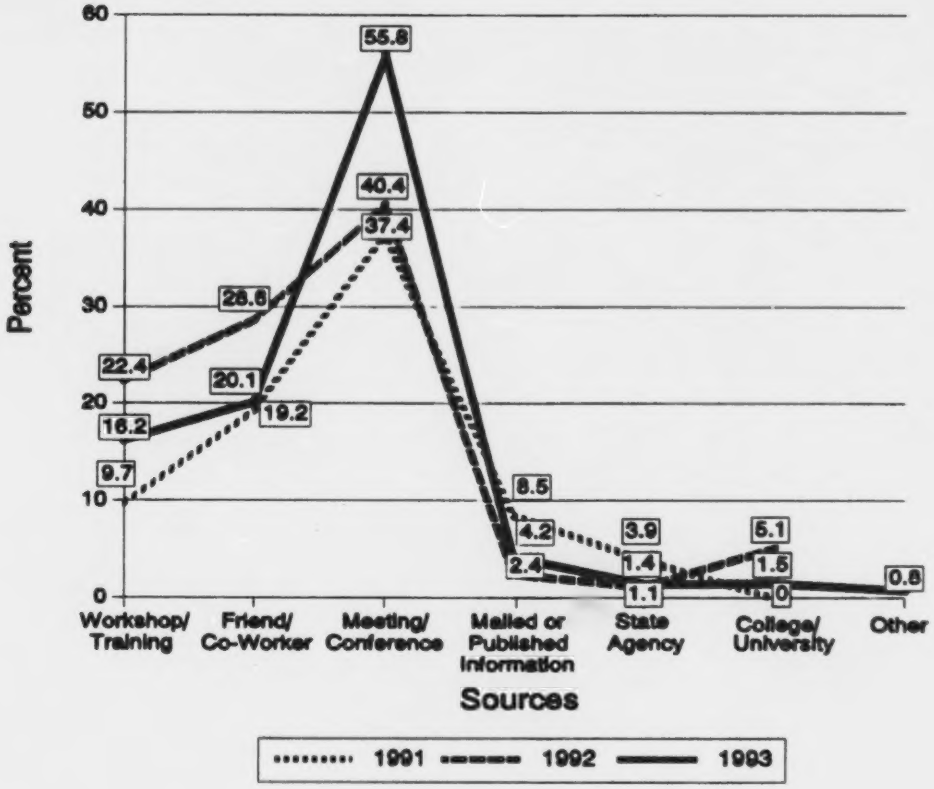


Figure 10. Sources of Information About the NET Library in the Past Three Years

It is apparent from Figure 10 that in the past three years professional meetings were the most frequent source of information about services of the NET library, followed by borrower's friend or co-worker, followed by information the borrowers received in workshops and other forms of training. In 1993 the number of library borrowers who knew about the library from meetings and conferences they attended increased significantly, while other sources of information remained relatively similar to those of 1991 and 1992. Mailed or published information slipped from being the second source of information in 1990 to constituting only 2.4% of the total sources in 1993.

To continue to enhance library outreach to target groups in schools and child care facilities, NET should continue to publicize its library services in professional meetings. More efforts should be directed to mailed or published information by distributing library catalogs and writing articles and announcements about the library in periodicals and newspapers. Presentations on the library services and reviews of new or basic library items that are available for specific groups or organizations, especially to day care centers and family day homes, may also be considered as avenues to extend the library services to these groups.

The Effect of Coordination With TSFSA On Library Circulation

Early in 1990 NET and TSFSA agreed to use the NET library as a major clearinghouse for all training certification courses delivered statewide to members of TSFSA during the months of July and August. The NET library, in return, received a stipend to purchase new videotapes and add them to its collection. This coordination of efforts resulted in an increase in NET library circulation of food management/training materials in FFY 1990, 1991, and 1992.

As a result of the successful coordination between NET and TSFSA, a similar agreement occurred between these two agencies in FFY 1993. The NET library provided TSFSA with a list of materials on food management/training and helped clarify the content and use of these materials by providing appropriate annotations. TSFSA reviewed these materials and identified the items that would be useful in their summer certification training. TSFSA also provided the NET library with a list of additional materials to be purchased with library funds, to support the TSFSA training.

The total number of feedback forms returned by users of the NET lending library in FFY 1993 was 1,841. Over one-third of these forms (36.0%) were completed by participants in food service training, indicating a substantial increase in the library circulation as a result of this coordination.

Development and Distribution of Instructional Materials

Introduction

As a relatively small program, NET relies heavily on ready-made instructional materials in nutrition education and food service management. However, NET's efforts in education and training are not limited to information dissemination. Curricula for 25 workshops conducted by NET over the past three years were developed and revised regularly to meet the recent advances in knowledge and methods of instruction, and to increase content congruence with federal and State policies and regulations.

In addition to workshop curricula, regular evaluations of NET activities pointed to needs to develop certain instructional materials such as recipes, cycle menus, brochures, and handouts. Some of these materials were translated into Spanish to meet the needs of the large Hispanic population in Texas. Coordination with other nutrition and public health programs also resulted in identifying needed instructional materials.

Generally, when ready-made instructional materials were not available to realize NET's goals and objectives, the NET staff developed needed instructional materials or revised and adapted available materials. Sometimes, NET's contract trainers participated in material development. When development efforts, however, required skills, equipment, and/or time beyond staff boundaries, NET contracted with other public or private institutions for development of the desired material.

Material Development

Workshops

Two workshops were revised in FFY 1993: *Guidelines for Selecting Creditable Foods and Beverages*, and *Puppetry in Nutrition Education*.

The *Guidelines for Selecting Creditable Foods and Beverages* workshop targets contractors and program monitors of child care facilities participating in USDA Child Nutrition Programs. It provides participants with information about the USDA meal patterns, creditable foods, and *USDA Food Buying Guide for Child Nutrition Programs*. The workshop lasts 4 hours. The main topics of the workshop are: (a) how to plan nutritious meals which meet the meal pattern requirements of the USDA Child Nutrition Program, (b) nutrition labeling, (c) the *USDA Food Buying Guide for Child Nutrition Programs*, and (d) creditable foods and beverages.

The need for the *Puppetry in Nutrition Education* workshop came as a result of evaluating the *Nutrition for Children* workshop developed and delivered by the Texas NET program. Participants in the latter workshop expressed a need for developing their puppetry knowledge and skills. The puppetry workshop targets school and child care staff and parents. It provides participants with concepts, procedures, and basic skills for using puppets in nutrition education. The workshop lasts for 4 hours. Its main topics are: (a) why puppets are effective in nutrition education, (b) types of puppets that are available and tips on making simple puppets, (c) basic skills training in using puppets, (d) how to select and develop appropriate puppets for effective nutrition education, and (e) suggested uses for puppets in the classroom, home, and center.

Two workshops were translated into Spanish to tailor them to Texas' large Spanish-speaking population. These workshops are *Guide to Selecting Creditable Foods and Beverages* and *Sanitation and Health*. Sessions of the English versions of the *Sanitation and Health* and *Puppetry in Nutrition Education* workshops were videotaped and included in the NET library collection to be used as model workshops.

Instructional/Promotional Materials

In 1992 NET developed a two-hour presentation titled *Project 2001: Nutrition for a New Century*. The purpose of the presentation is to inform school food service personnel, educators, and administrators about the benefits of this Project. *Project 2001* was developed and is being implemented by the Southwest Region Food and Nutrition Service to promote implementation of the revised USDA *Dietary Guidelines for Americans* in the schools of the Southwest Region. The presentation included transparencies and a set of slides that was developed by the Missouri NET program. Participants received a copy of the USDA *Dietary Guidelines for Americans* brochure, a copy of the USDA *Food Guide Pyramid*, and a handout which provides basic information about the Project. In 1993 NET developed a 6 minute 40 second video on the Project and a food pyramid table tent to be included in the presentation package. NET also developed a brochure to promote the Project and translated it into Spanish.

In 1991 coordination with TEA identified the SBP and breakfast in general as a priority area in need of development and promotion in Texas. The NET program agreed to participate in efforts to develop and distribute materials to promote breakfast to children of all ages. NET, with the help of DHS media services, developed two public service announcements (PSAs) during 1991. One of the PSAs was directed to elementary school students and the other was directed to teenagers. A poster and two menu-backs were developed to support the PSA targeting elementary school students.

In 1992 a videotape titled *Breakfast Advantage* was developed as a continuation of these efforts. The videotape targets school administrators and food service personnel. It lasts for 6 minutes and presents information on the importance of breakfast and the SBP. Two additional menu-backs and two costumes were developed to support the PSA developed for elementary school students. The costume were designed after the Earl E. Bird cartoon character in the PSA. A two-minute audiotape titled *Breakfast Jingle* was also developed to promote breakfast to elementary school students. In 1993 NET augmented these materials with two additional Earl E. Bird costumes.

In 1993 NET developed a rough draft of a pre-school nutrition video titled: Solving the Eating Puzzle. The video targets day care centers and day home sponsors and providers. It lasts approximately 10 minutes and gives information on USDA's *Food Guide Pyramid*, how to develop good eating habits in children, and how to tailor food practices to children's developmental characteristics.

As mentioned in the library section of this report, several materials were developed to promote the library. These materials included a slide/tape presentation on the library collection and services, a revised audiovisual catalog, and seven topic bibliographies. The seven topics are sports, weight control, eating out, shopping, cooking, child nutrition, and snacks.

To provide information on the NET program in general, a new brochure on NET was developed and translated into Spanish. The NET Nutrition Hotline initiated in 1992 was upgraded and transferred to NET's new location. Callers can now access the Workshop Coordinator directly. Call receivers can transfer incoming calls to any Special Nutrition Programs (SNP) staff member if the caller requests information that is better provided by that staff member.

Material Distribution

Each workshop participant received a material package that included the workshop workbook and the handouts that were used during the workshop. In addition, NET produced copies of instructional materials that were developed by NET or other sources and distributed these materials, upon request, to NET target populations and other individuals, groups, or organizations interested in nutrition and nutrition education. Table 6 lists the instructional/promotional materials NET distributed in 1993, indicating the producers of the materials.

Table 6

Instructional/Promotional Materials Distributed During FFY 1993

Material	Producer	Number
Brochures		
Texas NET	Texas NET	7,463
Texas NET Library	Texas NET	11
Texas NET Workshops	Texas NET	12
Project 2001	Texas NET	2,414
10 Tips for Kids	Food Marketing Institute & Center for Science in the Public Interest	8,940
Food Guide Pyramid	USDA	2,026
U.S. Dietary Guidelines for Americans	USDA	600
U.S. Dietary Guidelines for Americans (Spanish)	USDA	200
Catalogs & Bibliographies		
Audiovisual Catalog	Texas NET	744
Print Materials Catalog	Texas NET	301
Sample Library Materials	Texas NET	6,075
TSFSA Mini-Catalog	Texas NET	726
Handouts		
Breakfast Munchies	Texas NET	150
Ideal Body Weight	Texas NET	150
Taco Bell Nutrition Information	Taco Bell	112
Food Pyramid Table Tent	Texas NET	1,481
Fat Facts	Health Edco	175
Child Care Ethnic Recipes	Texas NET	32
Breakfast Promotion Lunch Bags	Texas Education Agency	751,500
Information Packages		
NET Workshops	Texas NET	6,210
Breakfast	Texas NET	33
Project 2001	Texas NET	30
NET Materials (Spanish)	Texas NET	516

Material	Producer	Number
Outreach Letters		
To School Food Service Personnel	Texas NET	1,055
To School Superintendents	Texas NET	1,153
To PTA Presidents	Texas NET	3,000
To Day Home Sponsors & Child Care Centers	Texas NET	632
To Breakfast/Lunch & Special Milk Program Contractors	Texas NET	235
Posters		
Earl E. Bird	Texas NET	781
Tapes		
Audiotapes		
Breakfast Jingle	Texas NET	7
Videotapes		
Breakfast Advantage	Texas NET	32
Earl E. Bird PSA	Texas NET	42
Breakfast Party PSA	Texas NET	42
Workshop Packages		
Sanitation and Health	Texas NET	787
Off to a Good Start	Texas NET	328
Guide to Selecting Creditable Foods	Texas NET	845
Nutrition and the Preschool Child	Texas NET	277
Puppets Use Forks, Too	Texas NET	1,280
Nutrition for Children	Texas NET	5
Train the Trainer	Texas NET/Texas Department of Mental Health & Mental Retardation	24
TOTAL		800,426

Table 6 indicates that 32 out of 40 instructional/promotional materials were produced by Texas NET. NET sponsored a *Train the Trainer* workshop with Texas Mental Health and Mental Retardation (TXMHMR) and copied and distributed 7 materials developed by different public and private organizations. A variety of the distributed materials (videotapes, audiotapes, brochures, handouts) were designed to directly instruct children in nutrition and good eating habits. In addition, recipe cards, menus, and food regulations were distributed to help food service personnel plan nutritious meals. Several information packages were developed and distributed to promote the NET program and its services. Catalogs and bibliographies were distributed to promote the NET library collection.

As mentioned above, each workshop participant received a material package that included the workshop workbook and the handouts that were used during the workshop. Thus, 3,541 workshop packages were distributed to the workshop participants. Outreach letters were mailed to administrators of schools, child care facilities, food service managers, and food program contractors to inform them of the NET program and its services. Bibliographies of sample library materials and workshop and presentation synopses were attached to the letters.

In 1993 the total number of distributed materials was 800,426, about 25 times the number of materials distributed in 1992 (32,021). The increase in the number of distributed materials was due mainly to lunch bags and outreach letters initiated in 1993.

Presentations, Exhibits, and Publications

Introduction

Presentations, exhibits, and publications are developed and delivered by the NET staff and are used to: (a) publicize the program and its services, (b) increase participation of the target populations, and (c) promote exchange of ideas and information with concerned professionals.

Starting in 1992 an increasing number of presentations and exhibits were sponsored by NET and delivered by the contract trainers in their respective locations. NET enlisted the contract trainers in these efforts to save on travel money while accelerating the number of presentations and exhibits delivered throughout Texas. Standard exhibits and presentations are being developed to provide the contract trainers with the necessary information and materials. NET also purchased three movable exhibit boards that can be folded and shipped to different presentation and/or exhibit sites.

A standard form was used to collect data on participants in presentations delivered to adult audiences. Two items on the form were designed to find out if the purpose of a presentation was clear to the participants and if the content was relevant. Another form was used to collect data on children participating in classroom presentations. Copies of these two forms are included in the Appendix.

Presentations

Table 7 lists titles of presentations that were given by the NET staff in 1993, their locations, dates, and the groups that attended these presentations.

Table 7

NET Presentations During FFY 1993

Presentation	Duration	Location	Date	Audience
NET Overview/Project 2001/ Breakfast Promotion	45 min	The Heart of Texas Food Service Directors Association, Groesbeck, Texas	October 6, 1992	Food Service Directors
Project 2001	2 hr	San Marcos ISD, San Marcos, Texas	October 13, 1992	Food Service Personnel
A Model for Monitoring and Evaluating Contracted NET Projects (Poster Session)	2 hr	The American Dietetic Association, Washington, D.C.	October 22, 1992	Dietitians, Food Service Managers, and Program Administrators
Applying and Synthesizing a Program Model to Evaluate and Plan Different Program Interventions	30 min	The American Evaluation Association, Seattle, Washington	November 7, 1993	Program Evaluators and Professors of Research and Evaluation
An Education and Training Program Model for Evaluation and Planning	35 min	The Association for Educational Communication and Technology, New Orleans, Louisiana	January 16, 1993	Instructional Technologists and Professors of Education
Fruits and Vegetables	1 hr	Lee Elementary School, Austin, Texas	February 5, 1993	Elementary School Students
Healthy You--The Food Pyramid, Fat, and Fitness	Five, 50 min presentations	Austin High School, Austin, Texas	February 23, 1993	High School Students
Nutrition and Physical Fitness	1 hr	Austin High School, Austin, Texas	March 4, 1993	High School Students
The Food Pyramid and Healthy Habits	Four, 50 min presentations	Austin High School, Austin, Texas	March 4, 1993	High School Students

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Presentation	Duration	Location	Date	Audience
Comprehensive Assessment of NET Needs in Texas--Importance/Update	30 min	Interagency Council on Nutrition, Austin, Texas	March 17, 1993	Public Program Administrators and Legislators
Project 2001 (Round Table Session)	3 hr	Texas Dietetic Association, Austin, Texas	March 26, 1993	Dietitians
Project 2001/NET	3 hr	Education Service Center, Region 20, San Antonio, Texas	April 2, 1993	Food Service Directors
Careers in Nutrition/Nutrition Education	45 min	Communities in Schools, Austin ISD Choices Symposium, Austin, Texas	April 2, 1993	Fifth Graders, Teachers
Healthy Snacks	Three, 50-min presentations	Kealing Junior High School, Austin, Texas	April 8, 1993	Junior High School Students
Project 2001	90 min	Education Service Center, Region 20, San Antonio, Texas	April 21, 1993	Food Service Directors
NET	1 hr	Education Service Center Summer Workshop, Austin, Texas	June 16, 1993	Food Service Personnel
Project 2001	2 hr	Texas Department of Mental Health & Mental Retardation, Austin, Texas	June 1, 1993	Food Service Managers and Trainers
Past Accomplishments and Future Plans for Texas Children	2 hr	University of Texas at Austin, Austin, Texas	June 17, 1993	Graduate Students of Nutrition
Project 2001	Two, 1 hr presentations	TSFSA Convention, San Antonio, Texas	June 22, 1993	Food Service Personnel and Trainers
Project 2001	1 hr	Education Service Center, Region 20, Kerrville Middle School, Kerrville, Texas	July 7, 1993	Food Service Personnel
Nutrition for High School Students	Four, 1 hr presentations	Youth Opportunities Unlimited (Y.O.U.), The University of Texas at Austin, Austin, Texas	July 21-22, 1993	High School Students
Assessing the Knowledge, Attitudes and Practices of Food Service Personnel (Poster Session)	2 hr	Annual Convention of The American School Food Service Association, Boston, Massachusetts	July 26, 1993	Food Service Managers and Professors of Nutrition
The Delphi Technique: Development of Nutrition Education and Training Goals and Goal Indicators	30 min	Annual Convention of The American School Food Service Association, Boston, Massachusetts	July 28, 1993	Professors of Nutrition
The Food Pyramid, Fat Facts and You	Four, 30 min presentations	Lamar Middle School, Austin, Texas	September 28-29, 1993	Sixth Graders, Teachers

Data in Table 7 indicate that a total of 40 presentations were given to different target populations and professional groups, a 25.8% increase over 1992 presentations (31). Presentation topics included the NET program, nutrition, *Project 2001*, and program evaluation. Five of these presentations were given in national conferences. Sometimes it was not possible to know the number of presentation participants, especially when the presentation was delivered in a national conference. When it was possible to estimate the number of participants, the total number was approximately 481 children, 227 food service personnel, 140 dietitians, and 17 educators. Approximately 230 university professors and program managers attended NET presentations in national conferences throughout the United States.

NET contract trainers delivered 32 presentations to adult audiences and 35 classroom presentations. Presentation titles were: (1) *Project 2001*, (2) *Getting to Know Your Heart*, (3) *Key Factors in Menu Planning*, (4) *Shopping for Nutrition*, and (5) *Kitchen Sanitation*.

As mentioned in the "Material Development" section of this report, NET developed a two-hour presentation on *Project 2001: Nutrition for a New Century*, sponsored by the Southwest Region Food and Nutrition Service, to promote implementation of the revised USDA *Dietary Guidelines for Americans*. The *Getting to Know Your Heart* presentation is based on a curriculum developed by the American Heart Association for children in grades 1-3. The presentation lasts for 2 hours and familiarizes the lower elementary teachers with the content, activities, and materials included in the curriculum. The *Key Factors in Menu Planning* presentation was based on a NET workshop by that name. Contract trainers gave a two-hour presentation based on the one hour workshop. *Shopping for Nutrition* was a piloted television presentation aimed at day home providers. The presentation lasted for 4 hours and its purpose was to improve the purchasing and food preparation skills of day home providers. *Kitchen Sanitation* was a one and one-half hour presentation based on the *Sanitation and Health* five-hour workshop. Table 8 shows the number and percent of participants in these presentations.

Table 8

Number and Percent of Participants in Presentations Delivered by NET Contract Trainers

Presentation	Number of Times Conducted	Number of Participants	Percent of Participants
Project 2001	23	444	83.1
Getting to Know Your Heart	6	33	6.2
Shopping for Nutrition	1	28	5.2
Kitchen Sanitation	1	15	2.8
Key Factors in Menu Planning	1	14	2.6
	32	534	100%

Table 8 indicates that participants in the *Project 2001* presentation, which was conducted 23 times, constituted the majority (83.1%) of the participants. *Getting to Know Your Heart* was conducted 6 times, yet, unlike the *Project 2001* presentation, it attracted 4-6 participants each time. It may be noted here that both presentations were scheduled statewide, in addition to the puppetry workshop mentioned in the "Workshops" section of this report.

When the presentation participants were asked about the number of children they reached, a total of 497,337 children was mentioned. About 10.7% of these children were reached by educators and 62.4% were reached by food service personnel. Table 9 lists the functions and facilities of the participants.

Table 9

Function and Facility of Adults Participating in Presentations Delivered by NET Contract Trainers

Facility	Function				Total
	Educator	Food Service Personnel	Parent	Other	
Public School	49	255	1	5	310 67.5%
Private School	5	19	1	4	29 6.3%
Day Care Center	7	35			42 9.2%
Family Day Home	1				1 0.2%
RCCI	10	38	1	17	66 14.4%
Other	4			7	11 2.4%
TOTAL	76 16.6%	347 75.6%	3 0.6%	33 7.2%	459 100%

Table 9 indicates that over one-third (67.5%) of the presentation participants worked in public schools, followed by 14.4% who worked in RCCIs serving public school students. The majority of the participants (75.6%) were food service personnel. Forty-three participants indicated that they were SFSP sponsors. Thus the contract trainers reached NET target populations by their presentations even though very few parents and family day home providers were reached.

The presentation evaluation form included items asking the participants to rate the clarity of the purpose of the presentation and the presentation relevance to their jobs. About half the participants (54.2%) filled in this form. The majority (97.6%) of the respondents thought that the purpose of the presentation they attended was clear and 83.7% thought that the presentation was relevant to the tasks they performed.

In 1992 the NET contract trainers delivered 51 adult presentations and 42 classroom presentations. In 1993 the number of adult presentations decreased 37.2% and the number of classroom presentations decreased 16.7%. This decrease indicates a need to step up NET's efforts to promote these presentations.

In addition to presentations delivered by adult audiences, the NET contract trainers gave 35 classroom presentations. About half of these presentations (51.4%) were given to public school children. The rest of the presentations were given to day care centers (11 presentations), family day homes (4 presentations), and private schools (2 presentations). The total number of children reached by these presentations was approximately 875.

Exhibits

Table 10 includes a list of exhibits and fairs that NET held during FFY 1993.

Table 10

NET Exhibits and Fairs During FFY 1993

Exhibit/Fair	Theme	Date
Health Fair Texas Department of Human Services Austin, Texas	NET Program	October 7, 1992
Texas Parent Teacher Association Houston, Texas	Project 2001	November 20-22, 1992
Texas Council on Human Relations, Texas Agriculture Extension Service Austin, Texas	Texas Eating Right, Feeling Great! (Breakfast Promotion)	February 11, 1993
San Marcos ISD San Marcos, Texas	NET Program	February 20, 1993
National NET Conference Boston, Maryland	Off to a Great Start! Texas Eating Right, Feeling Great! (Promoting Good Nutrition)	March 7-8, 1993
U. S. Public Health Service Southwest Region Dallas, Texas	Texas Eating Right, Feeling Great!	May 20-21, 1993
University of Texas at Austin Austin, Texas	Past Accomplishment and Future Plans for Texas Children	June 17, 1993
Texas School Food Service Association San Antonio, Texas	NET Program	June 21-24, 1993
Education Service Center Region 20 Kerrville, Texas	NET and Project 2001	July 7, 1992

Table 10 indicates that NET participated in 9 exhibits and fairs, compared to 7 in 1992 and 4 in 1991. Three of these exhibits were held statewide and one was held in a regional meeting. In 1991, the Texas State Plan set the goal for the number of exhibits and fairs to be held by NET at five. The updated 1993 State Plan did not change this number. Thus, NET almost doubled the number of exhibits required to meet the set goal.

Publications

Table 11 includes a list of NET's publications in FFY 1993.

Table 11

NET Publications and News Releases During 1993

Article/Announcement	Periodical	Issue
NET Has the Nutrition Answers	TACAA Food Journal, Journal of the Texas Association of Community Action Agencies	October, 1992
Resource Corner: NET Library Provides Nutrition Information	*ATPE News*, Journal of the Association of Texas Professional Educators	Vol.13, No.5, May/June, 1993
For Future Reference	*Salt Shaker*, Journal of State Agency Librarians of Texas	Vol. 17, No. 7, July, 1993
Final Evaluation Report of Texas Nutrition Education and Training Program for Federal Fiscal Year 1992	Educational Resources Information Center (ERIC) Clearinghouse on Elementary and Early Childhood Education	ED354107, 1992

Data in Table 11 reveals that only 3 articles were published in 1993 compared to 13 articles and news releases that were published in 1992. The 1992 final evaluation report was published by the U. S. Department of Education, Office of Educational Research and Improvement (OERI), Education Resources Information Center.

It may be noted, however, that NET was successful in negotiating a proclamation issued by Ann Richards, the Texas Governor, in January 1993, proclaiming a School Breakfast Week Campaign.

Coordination With Related Publicly Supported Programs

Introduction

Coordinating efforts of the NET program with those of other publicly supported programs with similar functions is based on NET program regulations and is a program goal. This coordination is expected to promote outreach of the NET program and to reduce duplication of efforts and resources.

Coordination efforts take different forms. NET continues to attend and present program outcomes at state and national professional meetings. This interaction allows communication and exchange of information on NET's planned activities and possible avenues of cooperation with other programs. Another direct approach to coordination is submitting proposals for cooperative efforts and offering consultations that are in the realm of NET's expertise. Presentations, exhibits, and publications publicize NET's activities and expertise and open doors for cooperation and coordination.

Coordination Efforts

Southwest Interagency Nutrition Group

NET is an active participant in the Southwest Interagency Nutrition Group (SWING), a partnership made up of representatives from the Food and Nutrition Service of the USDA, the Administration for Children and Families, the United States Public Health Service, and State agencies that are engaged in the delivery of food service and/or nutritional care intervention, including nutrition education, to mothers, children, and families. The mission of the group is to promote better nutrition for all families in the Southwest Region through facilitating the implementation of nutrition recommendations developed by the Maternal and Child Health Interorganizational Group (MCHING) at the

December 1990 Conference, "Call to Action: Better Nutrition for Mothers, Children, and Families."

Southwest Region Food and Nutrition Service

As mentioned above, NET coordinated efforts with the Southwest Region Food and Nutrition Service to promote and implement *Project 2001: Nutrition for a New Century*. In 1992 NET developed a two-hour presentation to inform school food service personnel, educators, and administrators about the benefits of this Project. In 1993 NET augmented the presentation with a 6-minute 40-second video on the Project and a food pyramid table tent. NET also developed a brochure to promote the Project and translated it into Spanish. Three mini-contracts were awarded to school districts to develop innovative nutrition activities on *Project 2001* and the new USDA *Dietary Guidelines for Americans*. NET trainers presented *Project 2001* in training sessions delivered by SNP trainers to National School Lunch Program contractors in October and November 1992. NET also collaborated with Region 6 and Region 13 Education Service Centers in presenting the project to food service personnel attending training on the revised USDA *Dietary Guidelines for Americans*.

Texas Interagency Council on Nutrition

The Texas Interagency Council on Nutrition, formerly the Nutrition Resource Council, was established as a major statewide cooperative linkage between food and nutrition policy stakeholders as a result of NET's efforts in 1990. ICON members meet quarterly. The NET Coordinator chaired the Council in 1992 and 1993 and worked with other ICON members to develop a Memorandum of Understanding between the agencies represented in the Council. The Memorandum was issued and implemented in 1993. NET also printed 300 copies of *A Guide to State Agency Nutrition Programs* developed by the Council.

Dietary Guidelines Coalition

In 1992 the NET Coordinator served as a member of the Dietary Guidelines Coalition. The coalition includes representatives from various agencies who are involved in activities that help implement the *Dietary Guidelines for Americans* in schools throughout Texas. NET promotes *Project 2001*, which is designed to encourage implementation of the Dietary Guidelines in schools. NET also provides the Associated Milk Producers, Inc. with *Project 2001* participation data in order for them to offer the *Trimming the Fat* training to participating schools. NET continued to serve as a member of the Coalition in 1993.

DHS-Texas A&M University Task Force

As a member of the DHS-Texas A&M University Task Force, NET collaborated with the Texas Agricultural Extension Service and DHS staff in Health Promotion and Education Services and in the Child Care and Development program administered by these two agencies, respectively. Collaboration efforts resulted in piloting the provision of nutrition education to Aid to Families with Dependent Children (AFDC) clients by staff from the Texas Agricultural Extension Service.

The American Cancer Society

In 1992 NET staff were invited by the American Cancer Society's Public Education Committee to help plan nutrition education activities statewide for preschool through high school children. The NET Project Coordinator was a member of the Texas Cancer Council Task Force curriculum development project, "Planting the Seed to Good Health." The NET Coordinator was an active member of the American Cancer Society's Nutrition Task Force.

The American Heart Association

In 1992 NET expertise was sought by the Texas affiliate of the American Heart Association school site subcommittee. The subcommittee was tasked to review and make recommendations regarding the *Getting to Know Your Heart* curriculum designed for elementary school students in grades 1-3. The AHA donated copies of their curriculum and training packages to the NET library. NET purchased additional copies for the contract trainers to be used in the workshops. The trainers were trained on the curriculum as a step toward offering statewide presentations on using the curriculum. In 1993 NET scheduled six presentations statewide and the presentations were delivered by NET contract trainers. NET also continued to serve on the Schoolsite Subcommittee.

Texas School Food Service Association

Early in 1990, coordination with TSFSA designated the NET library collection as a major clearinghouse for all certification courses delivered to members of this association. This coordination was renewed in 1991, and NET agreed to purchase audiovisual materials to support the certification training statewide. Coordination efforts continued through 1993 when NET participated in the School Breakfast/Lunch Week activities of TSFSA.

Texas Education Agency

In 1992 NET and TEA coordinated their activities in a breakfast promotion campaign. NET developed two PSAs, one targeting elementary school students and another targeting teenagers. A poster, two costumes, and two menu-backs were developed to support the PSAs. As part of this campaign, NET produced the *Breakfast Jingle* audiotape and a *Breakfast Advantage* videotape in cooperation with TEA and Associated Milk Producers, Inc.

In 1993 several meetings were held between NET and the Child Nutrition staff of TEA to discuss possible areas of coordination. NET developed two additional "Earl E. Bird" costumes. In addition, NET and TEA coordinated their efforts during the TSFSA National School Breakfast/Lunch Week, Texas School Lunch Week, and Texas School Breakfast Week. NET also disseminated about 750,000 breakfast bags developed by TEA to promote school breakfast during the Texas School Breakfast Week.

Texas Department of Mental Health and Mental Retardation

NET coordinated efforts with TXMHMR to provide a *Train the Trainer* workshop to TXMHMR and NET trainers and staff. The workshop lasted for two days and was developed and delivered by an independent consultant sponsored by NET.

Texas Department of Human Services

NET provided "Safe Food for Children" training materials to staff in DHS Child Care Services and Child Care Licensing divisions. The training materials were extracted from a satellite conference sponsored by the Cooperative Extension Service at Kansas State University. It included a curriculum guide and a video on food safety.

The University of Texas at Austin

In 1993 NET provided work experience for two dietetic interns from The University of Texas at Austin. The internship is in partial fulfillment of the requirements of the Coordinated Undergraduate Program of the Department of Human Ecology. The purpose of the internship is to familiarize the students with clinical, public health, nutrition, and nutrition education programs. Each intern spent one day a week for six weeks in the NET program. They delivered presentations to elementary and secondary school students and participated in material development and evaluation.

Summary

Figure 11 summarizes the various target groups participating in the NET program as a result of NET's outreach efforts in FFY 1993.

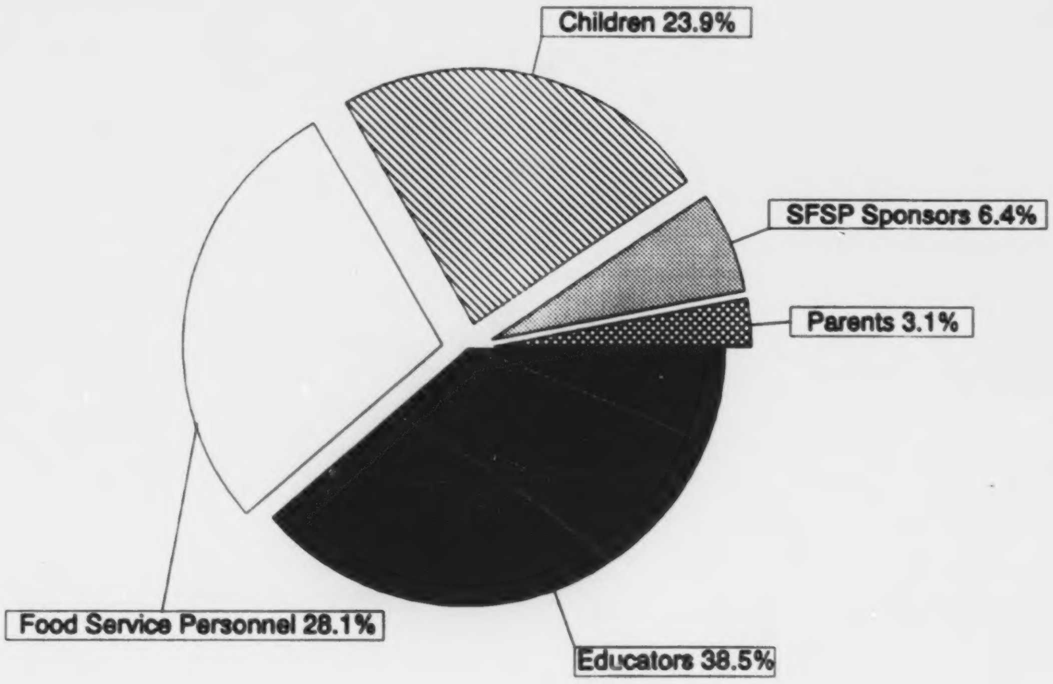

Figure 11. Target Groups Participating in NET Interventions

It may be noted that the number of children cited in Figure 11 represents children reached directly through classroom presentations. In addition, 813,623 children were reached indirectly by adults participating in NET workshops and/or other education and training activities based on the NET library materials.

Recommendations

- NET workshops continued to vary considerably in the number of times conducted and number of participants. Unique workshops targeting relatively large populations were conducted more frequently and attracted larger numbers of participants. It is recommended that NET promote and offer similar workshops to increase workshop efficiency and cost effectiveness.

- One workshop was scheduled statewide during FFY 1993. This workshop surpassed the rest in frequency and participation. It is recommended that NET strive to achieve a balance between State and local needs by increasing the number of workshops scheduled statewide since statewide scheduling results in sizeable increases in workshop participation.

- Since participation of public school teachers in NET workshops did not reach the anticipated goal for 1993, more efforts should be directed toward assessing the training needs of public school teachers. At present, NET is undertaking a two year comprehensive assessment of the nutrition education and training needs of public school populations. Until the results of this assessment are available, NET could coordinate efforts with TEA and other organizations involved in teacher training. NET should also promote the workshops in teacher associations, meetings, and periodicals.

- Research indicates that single workshops could result in a change in knowledge, but changes in attitudes and practices are achieved by more extensive instruction. NET may organize its workshops in series around topics of interest to specific target populations. These series of workshops would allow for organizing the content in a spiral curriculum and allow more time to reinforce concepts, provide in-depth training, and evaluation. This organization would also allow more flexibility to meet the needs of participants at different levels of competence and with different time limits at hand.

- NET should review the suggestions of the contract trainers during the 1994 *Train the Trainer* session. Plausible suggestions to improve workshop scheduling procedures, provide incentives for increased participation, and promote the workshops to NET target populations should be implemented and evaluated.

- Since library items circulated to day care centers and family day homes were relatively few, more library outreach efforts should be directed to these facilities. Promoting nutrition and health to facilities that care for children at an early age is crucial to the realization of NET's goals. NET could develop movable exhibits of samples of suitable materials and combine these exhibits with short presentations delivered at day care centers and training sessions of day home sponsors.

- NET needs to maintain mailed and published information about the library collection as an important source of library outreach. Distributing library catalogs, bibliographies, and updates to schools and child care facilities and publishing articles and announcements in magazines and newsletters was an effective means of library outreach in the past and should continue and expand.

- Since very few parents were reached through NET's direct interventions in FFY 1993 and in previous years, it is recommended that NET develop and deliver presentations and handouts for parents. Parents could be reached in PTA meetings and through their children in schools and child care facilities.

- Since NET participates in promotional campaigns such as the Texas School Breakfast Week and Texas School Lunch Week, the NET library could prepare packages of audiovisual and print materials to support these campaigns as they are held, and to provide information to groups and individuals that are interested in learning more about the subjects of the campaigns.

- As the number of NET presentations and exhibits increases, NET needs to continue to develop standard presentations and exhibits. These presentations should be on current topics of interest to NET target populations.

- To reach the few SFSP sponsors in Texas, NET may develop an individualized instruction unit on NET and on basic nutrition concepts that are beneficial to this target population. Simple evaluation instruments should be included in the unit to ensure sponsors' mastery of the unit's content. NET may coordinate the distribution of the unit with the annual training DHS provides for the sponsors, and augment the unit with exhibits and brochures.

- NET should resume interest in publications to inform the public of the NET program services and share with professionals experiences and ideas on nutrition education and evaluation. Regular announcements on NET activities and services may be negotiated with newsletters aimed at NET target populations.

- NET's diligent coordination with related publicly-supported programs resulted in measurable increases in participation and in contributions state and nationwide. This coordination should continue and should be extended to commodity and food distribution programs, and to related non-profit community organizations.

III. REPORT ON THE PROJECT: AN ASSESSMENT OF NUTRITION EDUCATION AND TRAINING NEEDS IN TEXAS

Introduction

Importance of the Project

Texas was one of the first states in the nation to implement the NET program in 1978. With a population of approximately 17 million, it is imperative to provide nutrition information and instructional resources for over 4.5 million children and for key individuals involved in their learning environment, including parents or guardians, caregivers, educators, and food service personnel.

Nutrition education enhances efforts to provide nutritious and healthy food for Texas children. In 1990 Texas spent approximately $13 billion of its total revenue on public school education, of which over one-sixth ($702,835,220) went into feeding school children. About 40% (1,221,956) of these children applied for and were eligible to receive free or reduced-price meals based on their family income. Similar efforts and resources are directed to feeding children at their homes and in child care facilities. The goal of the NET program is to increase the likelihood that these efforts and resources result in improving the nutritional status of Texas children.

Ethnicity is another factor affecting child nutrition in Texas. In 1989 TEA surveyed ethnicity in Texas public schools. The results showed that 50.2% of the children were White, 33.1% were Hispanic, 14.7% were Black, and the rest were Asian and American Indian. The percent of Hispanics in individual schools ranged from 0% to 100%, and the percent of Blacks ranged from 0% to 68.2%. This cultural diversity makes the task of providing nutritious food appealing to different ethnic groups quite difficult, and requires that nutrition education and training be tailored to different ethnic dietary habits.

To tailor NET program activities to the needs of the above mentioned populations, NET develops and implements yearly evaluation plans. The results of the evaluations are used to improve the ongoing activities of the program and to adjust the program's objectives for the following years. The regulations governing NET specify needs assessment as a systematic process for delineating the scope, outreach, and success of the program's activities.

Previous Needs Assessments

In 1979 NET assessed the nutrition education and training needs of Child Care Food Program providers in day homes. NET conducted another needs assessment during 1985 to determine the nutrition education resources and interests of public school teachers and food service personnel. A study was conducted in 1986 to determine the resources available to 29 state agencies interested in nutrition education and training and to assess their need for improved coordination. In 1988 NET assessed the needs of food and nutrition program personnel within the Texas Department of Human Services so that appropriate materials would be made available to them in the NET library collection. A statewide comprehensive assessment of the nutrition education and training needs of the program's target populations, however, was not conducted.

Funding the Project

Portions of the total grants to the state agencies during their first fiscal year of participation in the NET program were set to undertake needs assessments in the states. The funds received by the State of Texas were mostly dedicated to establishing, improving, and expanding its services. Exceptional efforts were directed toward program evaluation; however, the NET budget did not allow funding of a comprehensive assessment of the nutrition education and training needs statewide. The needs of children in schools and child care facilities, who are the primary target population of the program, were not assessed. Assessment of the needs of other target populations was sporadic and limited.

In an attempt to secure funds for a comprehensive needs assessment study, NET applied for a USDA Food and Nutrition Service discretionary grant on July 5, 1991. Letters of endorsement from six state agencies supported NET's application. These state agencies were the Texas Agricultural Extension Service, Texas Education Agency, Texas Department of Health, Texas Youth Commission, Texas Department on Aging, and Texas Department of Mental Health and Mental Retardation. The application was not approved, however, based on the fact that such study is part of the basic function of NET and should be conducted using NET's funds.

As NET's fund increased from $513,518 in FFY 1991 to $703,396 in FFY 1992, the possibility of conducting a comprehensive needs assessment revived and was approved by the Southwest Regional Office of the Food and Nutrition Service.

Project Benefits

There are several federal, state, and community agencies that are concerned with nutrition education and training in Texas. For example, the food assistance and food distribution programs administered by DHS, the nutrition programs administered by Women, Infants and Children (WIC) at the Department of Health, and the Child Nutrition Programs administered by TEA. The missions of these agencies are interrelated and coordination among them would help avoid duplication of effort and allow sharing of resources. Due to insufficient funds, these agencies are also without information on the nutrition education and training needs in Texas.

The results of the needs assessment is expected to benefit NET and all agencies concerned with nutrition and with nutrition education and training in Texas. These agencies are expected to use the needs assessment to define their objectives, develop long-range strategic plans, set priorities, coordinate efforts on the bases of well-determined needs, direct limited resources to the State's most pressing needs, and measure the success of their efforts relative to their effectiveness in meeting these needs.

Specifically, the needs assessment will identify nutritional foods that would appeal to the different cultural groups in Texas, and ways of promoting these foods among the different target populations. This, in turn, would result in more successful efforts toward decreasing the children's plate-waste and increasing their intake of nutritional foods.

In a state the size of Texas, minimal positive effects on the food and nutrition programs would result in noticeable savings. For example, if as a result of the needs assessment, the plate-waste of each public school child who receives free or reduced-price meals is decreased $1 year-round, a total of approximately $1,221,956 will be saved each year. Similar savings will be possible in the food and nutrition programs directed to children in non-public schools.

Other indirect benefits would materialize as a result of the needs assessment. For example, improving the nutritional status of Texas children would improve their health and result in savings in the child health care programs. The scholastic achievement of these children would improve. Based on the assessment, a sizable part of the needs assessment and the nutrition education and training efforts would be directed to adults who influence the children's learning environment. Therefore, the nutritional status of those adults would necessarily improve.

Request for Proposal

The NET program developed an RFP for a three-year comprehensive needs assessment in August 1992 and announced it in the *Texas Register*. The RFP was for a firm fixed price project not to exceed $100,000 for the first year of the project. Offerors were asked to submit a budget and project staffing projections based on the first year activities outlined in the RFP. Qualifications and experience of the research team responsible for conducting the needs assessment were considered crucial to the successful completion of the project. Resumes and samples of research conducted by members of the research team were to be provided as part of the proposal. The RFP stated that an information package that detailed requirements and specifications of the project was available from the NET program upon request.

In addition to the advertisement in the *Texas Register*, letters were mailed to 17 university departments in Texas that offer graduate studies in nutrition and/or nutrition education. The letters described the project, referenced the RFP in the *Texas Register*, and invited interested faculty to respond to the RFP. NET received 16 requests for the needs assessment project package and promptly provided the packages. The requests came from 10 university departments and 6 independent research organizations.

Contents of the RFP Packet

The RFP packet contained information on: (a) specifications of requested services, (b) project requirements, (c) the process of selecting the proposal, and (d) proposal evaluation and contract award. Following are the contents of the RFP under these four headings.

Specifications of Requested Services

Problem Statement

The RFP packet required the successful offeror to find answers to the following questions:

- What are the major nutrition-related health problems in Texas among children in general and among the at-risk groups? What are the nutrition education and training needs related to these problems?

- Are there problems in the dietary habits of children of diverse cultural backgrounds? What type of nutrition education and training is needed to make positive changes in these habits?

- What are the competencies and interests of educators and caregivers in the area of nutrition education? What is the nutrition education and training needed to help develop these competencies and interests?

- Do educators and caregivers encounter problems in conducting effective nutrition education activities? If so, what in-service training and/or materials can assist in alleviating these problems?

- What are the competencies and interests of food service personnel in the areas of food service management and nutrition education? What is the nutrition education and training needed to help develop these competencies and interests?

- Do food service personnel encounter problems in procuring and/or preparing nutritious and appealing food economically? If so, what in-service training and/or materials can assist in alleviating these problems?

- Do administrators of schools and child care facilities recognize the importance of nutrition education and training? Do they encounter problems in coordinating the nutrition education efforts of educators with the meal preparation and activities of the food service personnel? If so, what is the nutrition education and training needed to help alleviate these problems?

Objectives

The needs assessment was to accomplish the following objectives:

- Identify the nutrition education and training needs of the various target populations and the interdependencies between these needs.

- Detect the variances and similarities of the education and training needs that are resulting from differences in socioeconomic status and ethnicity.

- Prioritize the nutrition education and training needs based on selected, well-defined criteria.

- Provide federal, state, and community agencies with data necessary to develop long-range nutrition education and training plans.

- Provide information that would enable federal, state, and community agencies to coordinate their efforts and share resources.

- Set criteria to be used by the food and nutrition programs in Texas to assess their relative success or failure in meeting the food and nutrition needs of the State.

- Inform individuals and groups in Texas on the effect of food intake on children's health, physical fitness, and scholastic achievement.

- Provide information that may guide the appropriation of monies to food and nutrition programs and to nutrition education and training programs.

Research Methods

The RFP packet outlined the research methods to be followed by the successful offeror. The needs assessment was to be conducted in two stages. During the first stage, the nutrition education and training needs related to K-12 school children was to be assessed. During the second stage, the nutrition education and training needs of children at home and in child care facilities was to be determined. It was estimated that the first stage of the needs assessment would last 2 years and the second stage would last 1 year.

Working with the project director, the task of the successful offerer was to complete the first two phases of the needs assessment as specified below, for the 12-month duration of the contract.

Stage I: K-12 School Children

The first stage of the needs assessment was to address K-12 school children and was to be accomplished in the following four phases.

First Phase: Setting Goals and Criteria (Duration, 5 months). Nutrition education and training goals and goal indicators were to be set with respect to each target population. This would furnish a point of reference or preliminary criteria for the nutrition education and training in the State. Goal statements were to be collected from the literature on goals, standards, and evaluations of nutrition education and training. Indicator(s) were to be specified for each goal. The goals and their indicators were to be submitted to the Texas Interagency Council on Nutrition for review and were to be modified or expanded accordingly. The offeror would classify the resulting goals and goal indicators under the goal areas set for the NET program, or under other goal areas if needed. These goals and goal indicators were to serve as criteria for nutrition education and training in Texas.

Second Phase: Collecting Available Data and Developing Data Collection Procedures and Instruments (Duration, 7 months). The successful offeror was to use the goals and goal indicators developed in the first phase of the needs assessment to identify the main areas of information to be collected. Available data on the state of nutrition education and training of the target populations and their relationship to children's scholastic achievement, health, and physical fitness were to be collected. Procedures and instruments were to be developed to collect unavailable data. The following steps were identified to collect unavailable data:

- **Sample Selection.** A representative sample of public and private schools throughout Texas was to be drawn at random from the 20 education regions in Texas. The number of schools selected from each region were to be proportional to the number of schools in that region and were to include schools participating in the different USDA food programs. Culturally representative samples were to be drawn from children enrolled in these schools and from their parents or guardians. The teachers responsible for the children's nutrition education, food service personnel, and principals were to be included in the sample.

- **Instrument Design.** Assessment instruments were to be designed such as: (a) questionnaires for children, parents or guardians, teachers, school principals, and food service personnel to measure the nutritional knowledge and attitudes of the sample; (b) instruments for menu analysis, food-intake recalls, and plate-waste records to measure the type and amount of food served, consumed, and/or discarded by children; (c) instruments to collect health information (e.g., dental, height, weight, hematocrit values, hemoglobin, and urinalysis) from the children's health records that are kept by school nurses and/or children's physicians if available, or through clinical examinations of a random sample of the children; (d) instruments to collect data on the children's physical fitness. Readability, reliability, and validity of these instruments were to be assessed.

The mean percentile ranks of children on the national achievement tests conducted in the schools were to be collected. Previously developed and readily available instruments were to be used whenever possible after being modified to meet the needs assessment objectives and the sample characteristics.

- **Procedures Development.** Procedures on how and when to apply each assessment instrument and on conducting school visits were to be developed and piloted and the time spent on following each procedure estimated. The research team responsible for data collection was to be trained on these procedures. The necessary approvals to collect data were to be secured.

Third Phase: Collecting Information on the State of Nutrition Education and Training (Duration, 7 months). The successful offeror was to implement the procedures developed in the second phase of the needs assessment and to collect data using the developed instruments. Collected data was to be analyzed to determine the actual condition of nutrition education and training with respect to the different cultural groups in the population. Following are the steps specified for data analysis and classification.

- **Data Analysis.** The main effects of the variables assessed (i.e., nutritional knowledge, attitudes, and practices; school menus; menu-recalls; plate-waste; health and physical fitness; and scholastic achievement) were to be analyzed separately and the interactions and correlations between these variables estimated. These analyses were to be conducted with respect to the samples of children, parents or guardians, teachers, food service personnel, and principals; and with respect to socioeconomic status, ethnicity, and grade level subgroups within these samples.

- **Information Classification.** The resulting information was to be cataloged and indexed based on its pertinence to the goals and goal indicators established in the first phase of the needs assessment. This was to determine the needs related to each of the nutrition education and training goals.

The offeror was asked to submit the information to the Texas Interagency Council on Nutrition for review and to collect additional information, as needed, based on the advice of the Council.

Fourth Phase: Identifying and Prioritizing Needs (Duration, 5 months). The information on the state of nutrition education and training collected in the third phase of the needs assessment was to be compared with the criteria developed in the first phase. Discrepancies between the actual and ideal state of nutrition education and training were to identify the nutrition education and training needs. The needs were to be compared and ranked in priority order, based on selected criteria such as the magnitude of the need and its effect on the children's health. The list of prioritized needs were to be submitted to the Texas Interagency Council on Nutrition for review.

Stage II: K-12 School Children

During the second stage of the needs assessment, the nutrition education and training needs of children in homes and child care facilities were to be determined in two phases. During the first phase, information on the state of nutrition education and training related to these children were to be collected. During the second phase, the nutrition education and training needs related to the children were to be identified and prioritized. There would be no need to set goals and criteria in this stage, for the goals would have been set during the first phase of the first stage.

Years 2 and 3 of the needs assessment were contingent upon submittal of a continuation application and procurement of financial support.

Monitoring and Evaluation

The RFP packet indicated procedures for monitoring and evaluating the needs assessment project, continuously and comprehensively. The successful offeror was to develop an evaluation plan side by side with a work plan at the onset of the project and get it approved by the project director. The plan was to embody meetings of the research team and the project director, at least quarterly, to report and monitor the progress of each member in accomplishing the assigned tasks.

The offeror was to provide interim monthly progress reports so that project progress, information, and results could be disseminated within DHS and throughout the professional community, and be reported to the Texas Interagency Council on Nutrition. Suggestions for modifications and improvements were to be incorporated. Progress in the needs assessment was to be measured by the completion of the specific outcomes of each step and each phase. Revisions were to be made based on input from the project director.

Project Requirements

Role of the Contractor and the Project Director

The successful offeror was to act as a principal research investigator and recruit and lead a research team. DHS was to appoint a project director who would require compliance with the terms of the contract and monitor the project. The contractor was to perform all required tasks and provide required deliverables. The offeror was to indicate understanding of this requirement, willingness to adhere to it, and willingness to accept the guidance and decisions of the project director as the appointed DHS authority.

All data collected and analyses performed under the contract were to be considered the property of DHS and to be made available upon request in final edited form (or in any other format requested). The offeror was to indicate understanding of this requirement and of the necessity to handle the data in such a way as to ensure confidentiality and security. The offeror, however, could ask for permission to use parts or all of the data collected for research purposes.

Project Staffing

Research teams recruited by the successful offeror and working under the contract were to include expertise in the areas of health and physical fitness, dietetics, and measurement and evaluation. Preferred qualifications for the principal research investigator were a Doctor of Philosophy degree followed by over two years of experience in conducting research in one or more of the above mentioned areas. Participation in statewide or nationwide research and evaluation was preferred. The principal researchers were to be assisted, if needed, by persons holding masters degrees in these areas. The offeror was required to submit resumes and samples of research work to verify qualifications and experience. Staff was to be available to start work within seven calendar days of contract award.

All proposed personnel were to be approved by the DHS project director. In addition, the project director had the right to remove any awarded offeror personnel assigned to this DHS project, with cause, at any time.

DHS preferred that project personnel staffed under the contract remain with the project until completion. However, if permanent or long-term substitution of personnel became necessary, resumes of qualified proposed replacement personnel would be submitted to

DHS with summary sheets of experience. Proposed replacement had to be approved by DHS's project director prior to beginning work.

Subcontracting

Under the regulations set forth in the RFP, no contract was to be made by the awarded offeror with any other party for furnishing any of the work or services contracted, without prior written approval of DHS. Any subcontract entered into subsequent to the execution of the contract was to be signed and approved by DHS before being acceptable to DHS. The contract management of any subcontractor would be the responsibility of the successful offeror.

Assurances

The successful offeror was to agree to indemnify, defend, and save harmless DHS, the State of Texas, its officers, agents, and employees from any and all third party claims and losses accruing or resulting from the offeror performance of the contract awarded as a result of the RFP.

The successful offeror was required to demonstrate on-site compliance with the Federal Texas Reform Act of 1986, Sec. 1706, amending Sec. 530 of the Revenue Act of 1978, dealing with issuance of W-2's to common law employees. The offeror was held responsible for both Federal and State Unemployment Insurance coverage and standard Workers' Compensation Insurance coverage, and was required to comply with all federal and state tax laws and withholding requirements.

Invoicing and Payment

The RFP indicated that invoicing was part of the monthly written reports submitted by the offeror. Invoices were to be for the offeror's actual documented costs incurred for the services rendered during the period covered by the submitted report.

Payment following monthly reports were for the invoiced amount (as limited above) but not to exceed 7% of the fixed fee. Payment for the balance of the fixed fee remaining unpaid in the twelfth month were to be made only after acceptance by DHS of the offeror's final report. Normal payment would be made to the offeror within 30 days after receipt of the properly prepared invoice.

Process of Selecting the Proposal

Proposal Review

Evaluation and ranking of the received proposals was to occur after an initial review for offeror responsiveness, qualifications, experiences, and cost to DHS. No information was to be provided as to the status of proposals while they were being considered.

For a proposal to be considered responsive, the proposal would have: (a) been submitted by the due date and time specified, (b) been completed in the required format, (c) been completed with the required original signatures, (d) addressed the work/service description outlined in the RFP, and (e) supplied all reference information and documentation in full, including current telephone numbers.

A proposal was to be considered non-responsive if the offeror: (a) failed to meet and agree to all terms and conditions (assurances), (b) lacked the resources and ability to fulfill the listed requirements, (c) showed evidence of real and/or apparent conflict of interest, or (d) had an unresolved audit exception with DHS.

Validation of Offers

Offerors were informed that a proposal evaluation person or persons, at their sole option, might choose to validate any aspect of the written offer. Validation might consist of review of records, reference checks, and confirmation with third parties. They were also informed that all statements made in a proposal were binding if the offeror was awarded the contract.

Notification of Award

Offerors were informed that the successful offeror would be notified by the DHS contact person. As required by State law, a notice of award was to be published in the *Texas Register* within 10 days of the contract award.

Offerors were also informed that DHS had sole discretion and reserved the right to reject any or all offers received in response to the RFP and to cancel the RFP if it was deemed to be in the best interest of DHS to do so. Issuance of the RFP was in no way to constitute a commitment by DHS to award a contract or to pay costs incurred by an offeror in the preparation of a response to the RFP.

Unsuccessful offerors did not have the right to a formal appeal of the procurement decision by DHS.

The expected date to award the contract was approximately September 25, 1992. The effective date of the contract was expected to be approximately September 28, 1992. Proposals were due at 3 p.m. CDT on September 10, 1992. Notice to successful offeror was due on September 22, 1992.

Proposal Evaluation and Contract Award

The RFP packet stated that the offeror was to submit a firm, fixed price for all of the services outlined in the RFP for the 12-month period of the contract, not to exceed $100,000. The contract was to be awarded to the responding offeror with the lowest cost as outlined in the offeror's budget and project staffing proposal after being evaluated according to the following criteria:

- Qualifications and research experience of the offeror's research team, as evident from resumes and research samples submitted by the offeror
- Offeror's demonstrated ability to provide the requested services, as determined by reference checks
- Offeror's submitted evidence of access to the facilities, equipment, and services necessary to complete project requirements
- Offeror's satisfactory response to the assurances and complete form requirements of the RFP

In addition to the above criteria, the RFP packet indicated that award of the contract would be subject to a consideration of whether or not the contract is in the best interest of DHS, as determined at the sole discretion of DHS.

Developing A Screening/Evaluation Instrument

In addition to the RFP packet an evaluation instrument was developed to screen submitted proposals and select the best offered. The instrument consisted of 10 categories to correspond to stated requirements in the RFP packet. The 10 categories were:

1. Total project cost
2. Budget
3. Qualifications of principal investigator
4. Experience of principal investigator
5. Qualifications of project staff
6. Experience of project staff
7. National/statewide research experience
8. Quality of research conducted
9. Evidence of accessibility
10. Customer references

Qualifying statements were listed under each category to specify criteria pertaining to the category. Varied point values were assigned to each category, and the total value of all categories was 100 points.

In using the instrument it was thought that an offeror had to receive at least 75% of the total points assigned to each category to be considered a prospective contractor. Thus, an offeror who was deficient in the quality of research conducted, for example, would not win the contract based on high scores in other categories.

Awarding the Project's Contract

NET received two proposals before the deadline. Both proposals were from State universities. The proposal of TTU was accepted because it scored higher on the screening/evaluation instrument. A contract between TTU and DHS was signed and became effective September 27, 1992, for a period of 12 months. The contract was renewable for two more years, subject to the availability of funds.

Project Accomplishments in 1993

All project requirements were met during the first 12 months of the contract. The activities specified for the first and second phases under the title "Research Methods" in the RFP packet were performed. Thus, criteria were developed for nutrition education and training in Texas with respect to children, parents, educators, food service personnel, and administrators. These criteria were evaluated by a panel of experts consisting of members of the Texas Interagency Council on Nutrition. The criteria were used to develop instruments and procedures to collect data on the nutrition knowledge, attitudes, and practices of the target populations and analyze these data with respect to family income, ethnicity, age, sex, and scholastic achievement. A representative sample was drawn from Texas schools in the 20 education regions. The instruments and procedures were piloted and revised.

Details of the project's accomplishments in FFY 1993 are included in a separate report titled, "An Assessment of the Nutrition Education and Training Needs in Texas." Copies of the project report are available from the Texas NET office.

The contract with TTU was renewed for another 12-month period to collect data on the actual state of nutrition education, compare it with the desired state as specified in the established criteria, and to identify the nutrition education and training needs.

Recommendations

- States may be awarded periodic grants to specifically conduct comprehensive needs assessments. Apart from funding relatively large research projects, these grants would allow more time for advanced planning and development of RFP, more time for awarding a contract to conduct the project, and would ensure continuation of regular NET services.
- Texas NET should share the yearly accomplishments of the project and experiences gained with the rest of the states to avoid possible duplication of efforts and enhance efforts toward better methodologies and outcomes.
- Texas NET should review its past, present, and future needs assessment efforts with the Nutrition and Technical Services Division of the USDA Food and Nutrition Service to ensure that these efforts are within the national framework developed for NET needs assessments.

IV. GENERAL EVALUATION OF THE NET PROGRAM

Introduction

Background

Formal evaluation of the Texas NET program was initiated in October 1984 to meet federal requirements for program evaluation and to collect information that helps make the program as effective as possible. Since then, a number of studies have been conducted each year to develop information the General Accounting Office cited in 1982 as being necessary to:

- Effectively administer the program
- Guide program revisions and planning
- Ensure that federal funds are spent effectively
- Supply the USDA with data to submit to Congress to aid decisions about how to apportion scarce resources

During FFY 1993 NET directed the comprehensive statewide needs assessment project mentioned in the third section of this report. Two evaluation studies were conducted to answer the following questions about performance of the Texas NET Program:

1. To what extent did the NET Program achieve its participation goals during FFY 1993?
2. How effective was the Texas NET Program in achieving its goals, relative to its resources?

The first question was answered in the second section of this report, after the "Executive Summary." The second question is answered in this section.

Purpose

The purpose of this study was to assess overall program performance during FFY 1993. The results of the evaluations conducted during the year were combined to produce an index of program effectiveness. Key questions answered in this section are:

- Relative to its resources, was the overall effect of the Texas NET program in 1993 positive, negative, or nonsignificant?
- What were the strengths and weaknesses of overall program performance during FFY 1993?

Program Resources

Budget and Staffing

Two main resources of the Texas NET program are its budget, which provides the material resource, and its staff, which provides the human resource. Table 12 summarizes and compares the program's resources for the past nine years.

Table 12

Texas NET Program Resources for the Past Nine Years

Resources	FFY85	FFY86	FFY87	FFY88	FFY89	FFY90	FFY91	FFY92	FFY93
BUDGET	294,060	294,060	295,860	315,290	315,000	318,642	513,518	703,396	718,190
STAFFING									
Coordinator	1.000	.300	.125	.750	1.000	1.000	1.000	1.000	1.000
Evaluator	1.000	1.000	1.000	0.850	1.000	1.000	1.000	1.000	1.000
Program Specialists	2.000	1.500	2.000	2.000	2.000	1.500	2.000	2.000	2.000
Librarian	—	—	—	—	—	0.500	1.000	1.000	1.000
Assistant	—	—	—	—	—	—	2.000	3.000	2.000
Information Specialist	—	—	—	—	—	—	—	—	1.000
Clerical & Automation Support	3.000	2.670	3.000	3.000	2.500	3.000	1.000	1.000	1.000
Total Staff	7.000	5.470	6.125	6.600	6.500	7.000	8.000	9.000	9.000

It is apparent from Table 12 that NET program funding increased 2.1% over 1992. The USDA funding formula for the NET program is based on the number of school children in the State. In Texas, the number of children attending public schools grew from 3,460,378 in 1992 to 3,535,742 in 1993, an increase commensurate with the budget increase. Staffing remained the same in 1993, but the amount of awarded grants increased.

It must be noted here that over 17% of the 1992 budget ($120,000) was invested in research. The University of Texas at Austin received a $20,000 grant to conduct a study titled "Identifying Factors that Influence the Menu at the Child Care Center: A Grounded Theory Approach for Developing Recommendations for Training, Technical Assistance, and Policy." Texas Tech University was awarded $100,000 to fund the first phase of the comprehensive nutrition education and training needs assessment. The effect of these research endeavors on the NET program is expected to materialize in future developments and improvements.

Grants/Contracts

A total of 35 grants and contracts were awarded or renewed in 1993. The amount of each grant and activities conducted in 1993 using all or part of the amount are as follows.

ISD's Mini-Contracts

NET awarded three mini-contracts, for a total of $9,000, to three independent school districts in Texas to develop materials and conduct educational activities to promote *Project 2001*. The mini-contracts were funded from the FFY 1993 budget.

Midland I.S.D. received a $2,000 contract. The district supported implementation of the USDA *Dietary Guidelines for Americans* by distributing menus that included information on the guidelines to all elementary school students, their teachers, and their parents. All school food service managers in the district provided in-service training to teachers and staff in their respective campuses on the guidelines and the ways the Food Service Department would be implementing *Project 2001*. A pilot project was conducted in two elementary schools to evaluate the impact of a nutrition education module on student knowledge and behavior. District activities reached 12,561 students in 26 schools, 600 teachers, 50 administrators, 200 food service personnel, and 12,561 parents.

Pasadena I.S.D. was awarded a $6,000 contract to incorporate nutrition education into the classroom and the community. The district purchased a Nutrikid software package to analyze the nutrition content of menus and adapted the package to the district's needs. The district also hosted seminars and other educational activities for children. The number of children reached by these activities was 132 students in 6 schools.

Bryan I.S.D. was awarded a $1,000 contract to prepare lesson plans based on the Education for Self-Responsibility IV (ESR IV) curricula. The district opened two salad bars and hired a part-time dietitian to conduct nutrition education in classrooms. The grant benefitted 1,270 children in 8 public schools and 7 private schools, 180 teachers, and 75 parents.

Texas School for the Deaf Contract

The Texas School for the Deaf, located in Austin, was awarded $28,000 from the 1993 budget to package and mail materials distributed to NET program participants, and especially the workshop curriculum packages mailed to the different training sites.

Workshop Trainers Contracts

NET contracted with 25 registered and/or licensed dietitians from different regions throughout Texas to deliver NET workshops and participate in workshop development and library material evaluation. The trainers also delivered presentations and were encouraged to hold exhibits in their regions. They were brought twice to Austin--the NET program office location--to participate in *Train the Trainer* workshops. The workshops were designed to familiarize them with the NET program and its services, the workshops, procedures to schedule and conduct a workshop, and the facilities and resources available to them, especially the NET library. The trainers were also instructed on the principles of conducting successful workshops. The 25 contracts awarded to the trainers totaled $92,285.11. This amount was funded from the FFY 1993 budget.

Train the Trainer Consultant Contract

A consultant was awarded $3,611.12 to develop and deliver the *Train the Trainer* workshop mentioned above to NET contract trainers and six trainers from TXMHMR. The consultant's contract was funded from the FFY 1993 budget.

Pan American University

In 1991, Pan American University was awarded a $10,000 contract to translate educational/promotional materials into Spanish. Since the university was unable to fulfill its contract obligations during FFY 1991, the contract was amended in FFY 1992 and FFY 1993. In 1993, the university translated two workshop packages: *Sanitation and Health* and *Off to a Good Start for Family Day Homes*; NET and *Project 2001* brochures; and *Rules on Food Service Sanitation* (Texas Department of Health, Division of Food and Drugs)--a supplement to the *Sanitation and Health* workshop.

Independent Translator Contract

NET awarded a $10,000 ongoing contract to an independent translator in Austin to translate educational/promotional materials into Spanish. The contract was funded from the 1993 budget. The contractor translated the *Guide to Selecting Creditable Foods and Beverages* workshop package, as well as NET workshop and presentation synopses. Monies remaining in the contract will fund 1994 translations.

Contract to Develop Earl E. Bird Costumes

NET awarded a $1,250 contract to an independent contractor to develop two Earl E. Bird costumes. As mentioned in the "Material Development" section of this report, NET developed these two costumes to support other materials designed to promote breakfast to elementary and pre-elementary children.

The University of Texas at Austin Contract

In 1992 NET awarded the Department of Human Ecology, at The University of Texas at Austin, a $20,000 grant to study menu planning practices of child care centers in Texas. Research results were included in a written report and were shared with the NET staff and contract trainers during FFY 1993. Recommendations resulting from the study are being used to improve NET training efforts directed to these centers.

Texas Tech University Contract

As mentioned in the third section of this report, NET developed a RFP to conduct a three-year comprehensive nutrition education and training needs assessment statewide. An interagency contract was awarded to TTU at the end of 1992. In 1993 a research team from TTU worked with the NET Program Evaluator to implement the RFP requirements and provisions of the first year. The amount of the original contract was $99,998 which was funded out of the 1992 NET budget. The contract was renewed for a second year to complete the assessment of the needs of Texas school populations, including children, parents, educators, food service personnel and administrators.

Program Activities

Table 13 summarizes the main activities of the program since 1985.

Table 13

Texas NET Program Activities for the Past Nine Years

Activities	FFY85	FFY86	FFY87	FFY88	FFY89	FFY90	FFY91	FFY92	FFY93
WORKSHOPS									
Developed	2	2	3	1	2	2.0	—	2.0	2.0
Conducted	165	145	185	183	112	103.0	164.0	225.0	193.0
LIBRARY									
Acquisitions			180	420	68	304.0	606.0	238.0	321.0
Items Circulated/Month	70	100	100	150	189	231.4	274.3	305.4	369.8
Catalogs Distributed	10,000	12,000	680	200	632	490.0	2,489	383.0	655.0
MATERIALS									
Acquisitions/ Development	5	5	15		5	5	10	10	17
Distributions	9,700	10,800	12,800	17,200	11,800	11,776	24,645	32,021	800,426
SPECIAL PROJECTS									
Mini-contracts/ Development Contracts	3	3	2	0	1	2	4	11	8
Evaluation/Needs Assessment Studies	6	7	6	5	5	5	6	5	3
Persons Reached	**6,200**	**9,700**	**10,900**	**10,300**	**23,343**	**25,760**	**622,576**	**955,863**	**847,195**

Table 13 shows that expansion in program resources resulted in similar expansion in program activities in most areas. The number of workshops conducted fell slightly.

Acquisition and circulation of library materials increased considerably since 1985, perhaps due to the relative stability and growth of resources allocated to the library. In

1993 library acquisitions increased 34.9% over 1992. Monthly circulation of library items was 10.2% more than in 1992. The number of catalogs distributed in 1993 increased considerably. Catalog distribution was expected to increase in 1993 as a result of developing the print catalog in 1992 and distributing it to organizations interested in nutrition education. A similar increase is expected in 1994 as a result of revising the audiovisual catalog in 1993.

Material acquisition and distribution fluctuated slightly during the past seven years. In 1993 it was about 25 times the distribution in 1992. The reason for the considerable surge in material distribution was outreach letters and material packages distributed to school superintendents, food service personnel, PTA presidents, day care centers, and day home sponsors; and distribution of lunch bags promoting breakfast to school children. In 1993 participation in the NET program fell slightly (11.4%) from participation in 1992 after its steady increase in the two previous years.

Considering the program's activities relative to its resources, one must conclude that the program is administered efficiently and that it is realizing its goals.

Meta-Analysis of Program Outcomes

Results of evaluations of specific NET activities were integrated to develop an index and analysis of overall effectiveness of program performance in 1993. The vote-counting method for program meta-analysis was applied to integrate results of evaluations conducted during FFY 1993. These evaluations included varied data collection and analysis procedures that were described in detail in the previous sections of this report. Following is a summary of these procedures:

- To estimate the effectiveness of the program in achieving its participation goals for FFY 1993, goals were set for each of the program's major activities and for each of its target populations. Participation goals were estimated based on current priorities, current staffing, and prior participation figures.

- To estimate the effectiveness of the contracts/grants awarded for research and development, effectiveness was measured by fulfilling the terms stipulated in the contract.

Results and Discussion

To apply the vote-counting method for integrating results across these separate evaluations, counts were made of all findings that were classified as positive, negative, or nonsignificant. Tallies were compared and the modal category accepted as giving the best estimate of NET Program effectiveness. Table 14 summarizes results of the meta-analysis.

Table 14

Results of Meta-Analysis of Program Outcomes

Activity	Data Analysis	Indicator	Result
Workshops	Percentage increase over 1992	Number of workshops	Negative
	Goal-percentage	Number of workshop participants	Positive
	Goal-percentage by target population	Number of workshop participants from public schools	Negative
	Goal-percentage by target population	Number of workshop participants from other populations	Positive
Lending Library	Percentage increase over 1992	Total circulation	Positive
	Goal-percentage by target population	Number of public school populations borrowing from the library	Positive
	Goal-percentage by target population	Number of child care populations borrowing from the library	Positive
	Rating scale on borrowers feedback forms	Substance of borrowed materials	Positive
	Rating scale on borrowers feedback form	Usefulness of borrowed materials	Positive
	Rating scale on borrowers feedback form	Borrower's satisfaction	Positive
Development and Distribution of Instructional Materials	Percentage increase over 1992	Number of materials developed	Positive
	Percentage increase over 1992	Number of materials distributed	Positive

Activity	Data Analysis	Indicator	Result
Presentations, Exhibits, and Publications	Goal-percentage	Number of presentations and exhibits	Positive
	Percentage increase over 1992	Number of publications	Negative
Coordination With Related Programs	Percent increase over 1992	Number of organizations	Positive
ISD's Mini-contracts	Comparison between contract terms and accomplishments	Fulfillment of contract terms within the time limit	Positive
Contract to Develop Earl E. Bird Costumes	Comparison between contract terms and accomplishments	Fulfillment of contract terms within the time limit	Positive
Pan American University Contract	Comparison between contract terms and accomplishments	Fulfillment of contract terms within the time limit	Negative
Independent Translator Contract	Comparison between contract terms and accomplishments	Fulfillment of contract terms within the time limit	Positive
The University of Texas at Austin Contract	Comparison between contract terms and accomplishments	Fulfillment of contract terms within the time limit	Positive
TTU Contract	Comparison between contract terms and accomplishments	Fulfillment of contract terms within the time limit	Positive

Table 14 indicates that when data were integrated across the evaluations conducted during FFY 1993, it revealed an overall positive impact of the NET program in Texas. Twenty-one evaluations were conducted to estimate the effectiveness of the main aspects of the program. Seventeen of these evaluations showed positive outcomes and four outcomes were negative. Negative results were due to a need to improve the ability of the program to monitor all activities and take timely measures to correct services and procedures.

The number of participants in some of the workshops conducted in 1993 was less than the number required to conduct these workshops according to workshop procedures. This indicates a need for a closer look at the procedures followed in scheduling workshops, and on the appeal of some of the workshops to the target populations.

All the NET library participation goals were met in 1993. The lending library attracted more patrons and circulated more nutrition and food service management materials during 1993 than in any previous year.

NET developed and distributed more instructional/promotional materials in 1993 than in any other year. Outreach letters with proper attachments explained the NET program services and resources to food service personnel and administrators of schools and child care facilities. The NET staff was more active than any other year in giving presentations nationally and statewide.

In 1993 the NET program also made large strides toward improving coordination with other public sector programs and agencies engaged in child nutrition activities and toward publicizing its services statewide. This coordination is an extension of a trend that started in 1990 and is expected to continue due to the long range strategic planning between NET and other agencies. Effects of such efforts are expected to materialize in the form of substantial increases in NET outreach and participation in subsequent years.

Recommendations

- Since priorities are set for reaching different target populations in the NET State Plan, it is recommended that an action plan for each of the program units specifies suitable strategies for implementation. The program staff must assess the effectiveness of these strategies systematically and adjust NET activities accordingly.

- Few of NET activities are directed toward promoting use of the cafeteria as a learning laboratory. NET may develop presentations and materials for use in the cafeterias and for reinforcing, in the classroom, knowledge and attitudes gained from these activities.

- Since NET is expanding its efforts commensurate to higher budget and staffing levels, it is recommended that nutrition education and training services target parents of small children, due to the important role they play in their children's knowledge, attitudes, and behaviors.

- Related to the previous recommendation, NET should assume the function of a clearinghouse and a consultant to organizations, facilities, groups, and individuals on nutrition education and training in general, and on best practices in the field.

- NET may recruit the contract trainers in consulting workshop participants as they apply the knowledge and skills gained from the workshops in their work environments. Similar services could also be provided to schools, child care centers, day homes, and parents in general. The trainers could provide menu analysis and dietetic consultations to soup kitchens, half-way homes, and to other organizations serving at-risk groups such as the indigent and the homeless.

- The mini-contracts to school districts were successful in providing educational activities and instructional materials tailored to school populations. NET should continue this type of activity and share the outcomes of these mini-contracts with the rest of Texas' school districts.

- Since NET is expanding its interventions and strategies, there is an emerging need for measuring the relative cost-effectiveness of various interventions and alternative strategies. Emphasis should be placed on more successful and cost-effective interventions and strategies.

- There is a need to direct more efforts toward measuring the quality of NET's services and follow-up with necessary improvements.

APPENDIX

EVALUATION INSTRUMENTS USED IN NET PROGRAM OUTREACH

NET PROGRAM WORKSHOP EVALUATION

Workshop:________________________ Instructor:____________________ Date:__________

Directions: Please circle the number that best describes your evaluation. Use the following number values:

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

The Workshop:

1. Main points/objectives were clear	1	2	3	4	5
2. Was well-organized	1	2	3	4	5
3. Was well-paced/kept my interest	1	2	3	4	5
4. Contained the right amount of information	1	2	3	4	5
5. Gave me enough opportunity to practice the new skills	1	2	3	4	5
6. Gave enough feedback on how well I used the new skills	1	2	3	4	5

The Materials:

1. Were well-organized/easy to use	1	2	3	4	5
2. Directly related to the subject being taught	1	2	3	4	5
3. Were sequenced logically to help me understand	1	2	3	4	5
4. Represented real-life, believable situations	1	2	3	4	5
5. Used the right level of vocabulary	1	2	3	4	5
6. Were visually appealing	1	2	3	4	5

The Instructor:

1. Was knowledgeable about the subject	1	2	3	4	5
2. Was well-prepared for class	1	2	3	4	5
3. Encouraged class participation and discussions.	1	2	3	4	5
4. Answered questions effectively/non-judgmentally	1	2	3	4	5
5. Illustrated the course with useful examples	1	2	3	4	5
6. Used class equipment competently.	1	2	3	4	5

What part(s) of the session will be **most** helpful to you in doing your job?

What part(s) of the session will be **least** helpful to you in doing your job?

What suggestions do you have for improving this session?

Thank You.

Revised January 1992

NET Evaluation of Workshop Instructor

GENERAL INFORMATION

Name of Workshop: ______________________ Date: ______________
Name of Instructor: ______________________
Name of Evaluator: ______________________
Workshop Location: ______________________
Name of Facility City

Please circle the number which corresponds to your rating of the instructor's performance during the workshop.

	Excellent (5)	Good (4)	Average (3)	Fair (2)	Poor (1)
OBJECTIVES					
1. Clearly stated the objectives at the beginning of the session	5	4	3	2	1
2. Demonstrated the importance and significance of the objectives	5	4	3	2	1
CONTENT					
3. Presented a brief overview of the teaching points showing how they relate to the objectives	5	4	3	2	1
4. Explicitly stated the relationships among the teaching points	5	4	3	2	1
5. Periodically summarized the main ideas and concepts	5	4	3	2	1
6. Presented content that covered the stated objectives	5	4	3	2	1
METHODS					
7. Explained the ideas and concepts clearly and to the point	5	4	3	2	1
8. Invited participants to share their ideas and knowledge	5	4	3	2	1
9. Encouraged participants to ask questions and gave them meaningful answers	5	4	3	2	1
10. Provided cues or rephrased the questions to help participants answer their own questions whenever possible	5	4	3	2	1

		Excellent (5)	Good (4)	Average (3)	Fair (2)	Poor (1)
11.	Stated at least one problem to be solved or discussed during the workshop	5	4	3	2	1
12.	Related materials to real life situations and to the participants' backgrounds	5	4	3	2	1
13.	Changed approaches to meet new situations	5	4	3	2	1
AUDIOVISUALS						
14.	Presented examples, illustrations or graphics to clarify the content	5	4	3	2	1
15.	used the board efficiently and legibly	5	4	3	2	1
EVALUATION						
16.	Asked questions periodically to determine whether too much or too little information was being presented	5	4	3	2	1
17.	Varied content and methods according to the participants' levels	5	4	3	2	1
18.	Gave adequate instructions on how to complete the evaluation instruments	5	4	3	2	1
WORKSHOP MANAGEMENT						
19.	Followed the curriculum as planned and did not digress from the main topic	5	4	3	2	1
20.	Was well organized and appeared to be in control	5	4	3	2	1
21.	Managed the time so as to cover all planned activities	5	4	3	2	1
22.	Solved or otherwise dealt with problems raised by participants	5	4	3	2	1
OVERALL						
23.	Was friendly towards workshop participants	5	4	3	2	1
24.	Seemed enthusiastic about the subject matter	5	4	3	2	1
25.	Noted and responded to signs of puzzlement boredom, curiosity, etc.	5	4	3	2	1

Total ____________________

Was the anti-discrimination poster "And Justice for All" prominantly displayed? Yes No

GENERAL COMMENTS

If you were giving this workshop:

a. What would you add?

b. What would you leave out?

c. What would you do differently?

If you have other suggestions or observations, please specify:

REPORTING

Returns the workshop report files within **two weeks** of workshop delivery	All the Time	Most of the Time	Sometimes	Rarely
Returns the training reports within **two weeks** of training	All the Time	Most of the Time	Sometimes	Rarely
Returns the presentation reports within **two weeks** of presentation	All the Time	Most of the Time	Sometimes	Rarely
Returns the library evaluation forms within **30 days** of receiving the materials	All the Time	Most of the Time	Sometimes	Rarely

Comments

WORKSHOP REGISTRATION FORM

General Information (please print)

Name of Workshop:____________________ Date:__________

Your Name:____________________

Sex: Male_____ Female_____

Ethnic Origin: White_____ Black_____ Hispanic_____ Asian/Pacific Islander_____
American Indian/Alaskan Native_____

Your Social Security Number:____________________

Name of Your Work Facility:____________________

Work Address:____________________
Street or P.O. Box

____
City State Zip Code

Work Telephone Number:____________________
Area Code

Please circle the number next to the answer you choose.

1. For what type of facility do you work?

1	Public school	4	Family day home
2	Private grade school	5	RCCI
3	Day care center	6	Other. Please specify: ____________

2. What is your function?
   1 Educator (a teacher, administrator, health educator, teacher aide, nurse, and other personnel who work in instructional capacity)
   2 Food service personnel (a person who is employed on a full or part-time basis in the supervision, preparation, planning, or service of meals for children)
   3 Parent or guardian (natural or legal parent, foster parent and/or other adult with full responsibility for a child's care)
   4 Other. Please specify: ____________________

3. Are you a Summer Food Service Program Sponsor?
   1 Yes
   2 No

4. Approximately how many children do you teach, care for, supervise, or prepare meals for when performing the above mentioned function? __________children

5. In what food program(s) does your facility participate?
   1 Child Care Food Program
   2 National School Lunch Program
   3 School Breakfast Program
   4 Special Milk Program
   5 Summer Food Service Program
   6 None.

THANK YOU!

Revised - January 1993

NET PROGRAM
PRESENTATION EVALUATION

Name of Your Work Facility: ______________________________

Social Security Number: ____________

Please circle the number next to the answer you choose.

1. What is your function?

    1 Educator (a teacher, administrator, heath educator, teacher aide, nurse, and other personnel who work in an instructional capacity)
    2 Food service personnel (a person who is employed on a full or part-time basis in the supervision, preparation, planning, or service of meals for children)
    3 Parent or guardian (natural or legal parent, foster parent and/or other adult with full responsibility for a child's care)
    4 Other. Please specify: ____________________

2. For what type of facility do you work?

    1 Public school
    2 Private grade school
    3 Day care center
    4 Family day home
    5 RCCI
    6 Other. Please specify: ____________

3. Are you a Summer Food Service Program Sponsor?

    1 Yes
    2 No

4. Approximately how many children do you care for? ____________

5. Was the main purpose of the presentation stated clearly?

    1 Yes
    2 To Some Extent
    3 No

6. Was the information presented relevant to your needs?

    1 Yes
    2 To Some Extent
    3 No

7. What suggestions do you have for improving this presentation?

If you would like more information on the NET program please print your mailing address here:

Revised - January 1993

CLASSROOM PRESENTATION REGISTRATION FORM

1. Title of Presentation: ______________________

2. Length of Presentation: ____ hours ____ minutes 3. Date: __________

4. Name of Presenter: ______________________

5. Title of Presenter: ______________________

6. Name of Facility: ______________________

7. Address of Facility: ______________________
Street or P.O. Box
____
City State Zip Code

8. Telephone Number of Facility: (   ) ______________________
Area Code

9. Contact Person: ______________________

10. Type of facility. (Please circle the number next to the answer you choose.)

1 Public school
2 Private school
3 Day care center
4 Family Day Home
5 RCCI
6 Other. Please specify: ______________

11. In what food program(s) does the facility participate? (Please circle the number next to the answer you choose.)

1 Child Care Food Program
2 National School Lunch program
3 School Breakfast Program
4 Special Milk Program
5 Summer Food Service Program
6 None

12. Total Number of Students: __________

13. Age Range of Students: __________ 14. Grade Level: __________

15. Total Number of Students by Ethnic Origin (if available):

White ______ Black ______ Hispanic ______

Asian/Pacific Islander ______ American Indian/Alaskan Native ______

Developed January 92

LIBRARY EVALUATION FORM

Please fill out this form and return it with the material you borrowed. Your response will help us improve our services. This form is also used for statistical purposes.

General Information (please print)

Title of Borrowed Item: ______________________________ Date: __________

Your Name: ____

Please circle the number next to the answer you choose.

1. For what type of facility do you work?

   1 Public school
   2 Private school
   3 Day care center
   4 Family day home
   5 RCCI
   6 Other. Please specify: ____________________

2. What is your function?

   1 **Educator** (a teacher, administrator, health educator, teacher aide, nurse, and other personnel who work in instructional capacity)
   2 **Food service personnel** (a person who is employed on a full or part-time basis in the supervision, preparation, planning, or service of meals for children)
   3 **Parent** (natural or legal parent, foster parent and/or other adult with responsibility for a child's care)
   4 **Other.** Please specify: ________________________________

3. Who and approximately how many saw the item borrowed?

	WHO	HOW MANY
1	Self	__________
2	Children in your facility	__________
3	Educators	__________
4	Food service personnel	__________
5	Parents	__________
6	Others. Please specify: ____________________	__________

4. How did you learn about the NET Library?

   1 By attending a NET workshop
   2 From a friend or co-worker
   3 At a professional meeting or conference
   4 Other. Please specify: ________________________________

5. What is your overall rating of the borrowed item?

	Poor	Fair	Good	Excellent
The item's content	1	2	3	4
The way the content was presented	1	2	3	4
How useful was the item to those who saw or read it	1	2	3	4

THANK YOU!

NET Library
Material Evaluation Form

1. **Title:**

2. **Length:** (if video) ______ minutes

3. **Language:** ___English ___Spanish

4. **Target Group Choices** (may select more than one):

___ Prenatal
___ Preschool
___ Kindergarten
___ Lower Elementary (grades 1-3)
___ Upper Elementary (grades 4-6)
___ Junior High (grades 7 & 8)
___ High School (grades 9-12)
___ Elderly
___ College Students
___ Parents
___ Teachers
___ General Adults
___ Food Service Personnel
___ Nutritionist
___ Child Care Provider

5. **Numerical Evaluations:** Score from 1 to 5 with 1 being the **lowest** and 5 being the **highest** quality indicator.

Organization of Content	1	2	3	4	5
Accuracy	1	2	3	4	5
Motivational Level	1	2	3	4	5

6. **Annotation:**

7. **Include in Catalog?** ___ yes ___ no

8. **Subjective Opinion:**
(ie, Did you like it? Is it one of the best on this subject? Would you recommend it? etc.)

9. **Evaluator:**

Name: ______________________________ Date: _________

TEXAS

NET

NUTRITION EDUCATION & TRAINING

Funded by the
Nutrition Education and Training Program
PL 85-188

The Texas Department of Human Services NET Program is committed to assuring that program benefits are made available to all persons and provided to all eligible individuals without regard to race, color, national origin, age, sex, disability, political belief or religion. Any person who believes that he or she has been discriminated against in any NET Program activity should immediately contact the Administrator, Food and Nutrition Service, 3101 Park Center Drive, Alexandria, Virginia 22302.

TEXAS DEPARTMENT OF HUMAN SERVICES
1993